

1922

KANSAS RURAL-SCHOOL BULLETIN 1922



LORRAINE ELIZABETH WOOSTER
State Superintendent of
Public Instruction

The Call.

Let's answer every forward call
That leads to better teaching;
Let's strive anew for what is best -
And save the child that's most oppressed—
Our gain is in the teaching.

Our first duty is to the children of our state.

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B. P. WALKER, STATE PRINTER
TOPEKA. 1922
9-3737

BE THE BEST WHATEVER YOU ARE.

If you can't be a pine on the top of a hill
Be a scrub in the valley—but be
The best little scrub by the side of the rill;
Be a bush if you can't be a tree.

If you can't be a bush be a bit of grass,
Some highway some happier make.
If you can't be a muskie then just be a bass,
But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,
There's something for all of us here.
There's big work to do and there's lesser to do,
And the task we must do is the near.

If you can't be a highway then just be a trail,
If you can't be the sun be a star;
It isn't by size that you win or fail;
Be the best whatever you are.

—*Mallach.*

TAKE HEART.

Why court the shadows, friends,
And grope in gloom and fear?
Take heart; look always upward,
Where the sun is beaming clear.

We were not meant to languish,
And yield to dark despair;
The cloudy days are sent
To make us prize the fair.

—*Ad. H. Gibson.*

THE TEACHER.

"How shall we add to earthly beauty?"

An angel asked one day.

"By teaching man it is his duty

To smooth his neighbor's way.

"To teach mankind the art of living

Is doing heaven's will;

It would be well if more were giving

To that their time and skill.

" 'Tis true, if judged by earthly measure,

They toil for little pay,

And very few their hours of leisure,

If faithful on the way.

"When conscious that they know their mission,

And do their labor right,

It gives to life a rich fruition

And makes the dark seem light."

The angel smiled, and said with laughter:

"I'm going with a crown."

A host of angels started after,

And quickly followed down.

They placed the crown, with richest blessing,

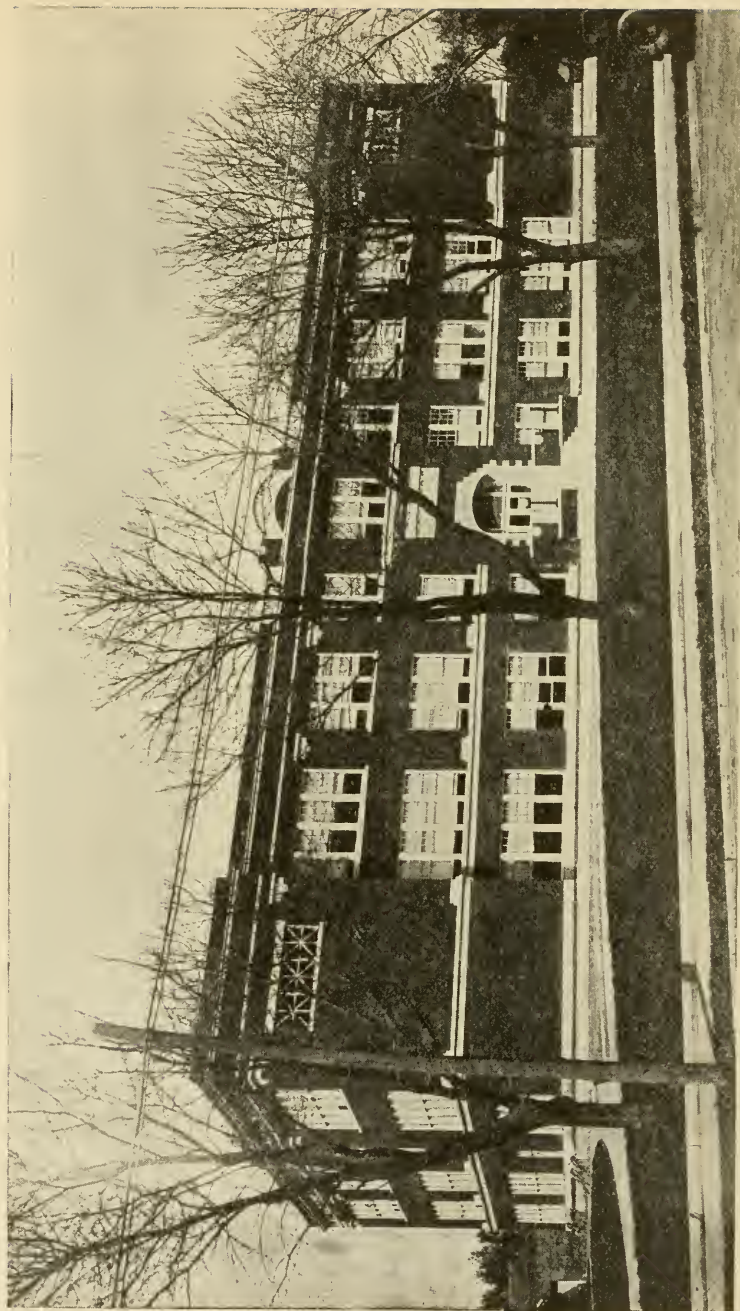
Upon the teacher's brow;

If she is onward, upward pressing,

She wears it, even now.

—*B. W. Allsworth.*

To my mind true greatness has but two attributes
—the ability to achieve for the good of mankind and
the desire to achieve for the love of mankind.—*Mrs.*
Arthur Capper.



SECOND-CLASS CITY HIGH SCHOOL, IOLA. COST, \$126,000.

KANSAS

RURAL-SCHOOL BULLETIN

1922

*"Law and order is an important command
of our Creator"*

LORRAINE ELIZABETH WOOSTER
*State Superintendent of
Public Instruction*

"AD ASTRA PER ASPERA"

"To the stars through difficulties," the motto of Kansas, is not only historic, but suggestive of a fact that will be true forever, that the conquest of difficulties is the way to moral as well as political success.

Our first duty is to the children of our state.



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SUPERINTENDENTS OF PUBLIC INSTRUCTION. 1858-1922.

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1922.

TERRITORIAL SUPERINTENDENTS.

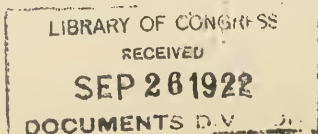
JAMES H. NOTEWARE, March, 1858, to December, 1858.
SAMUEL WILEY GREER, December, 1858, to January, 1861.
JOHN C. DOUGLASS, January, 1861, and February, 1861.

STATE SUPERINTENDENTS.

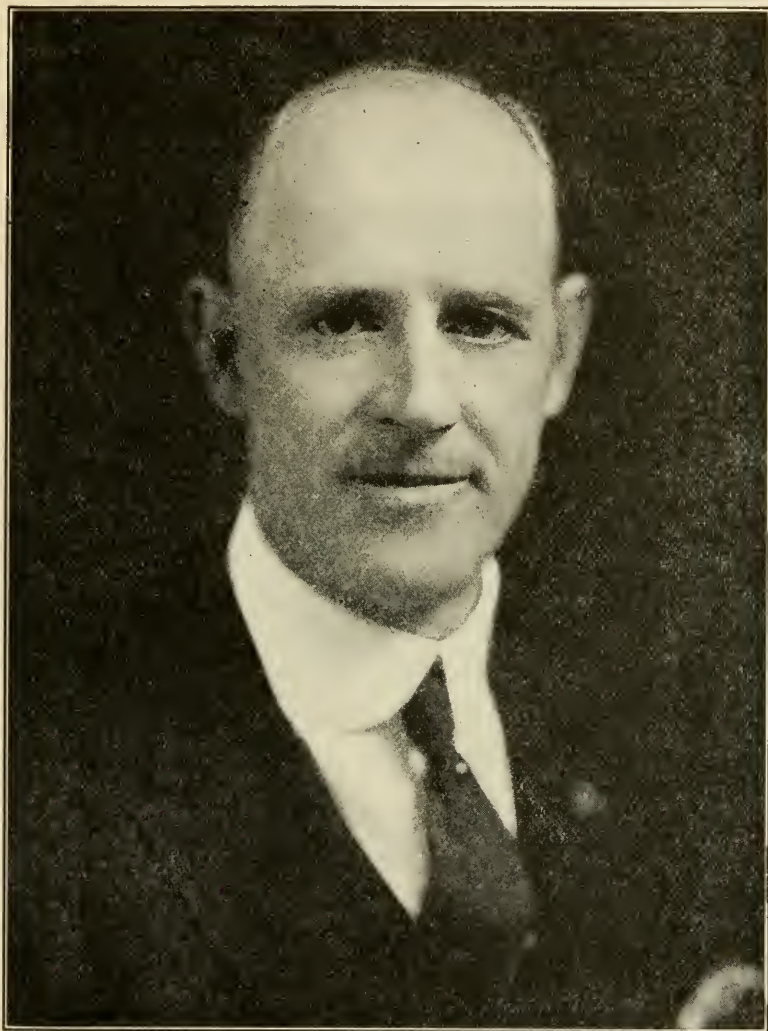
WILLIAM RILEY GRIFFITH, February, 1861, to February, 1862.
SIMEON M. THORP, March, 1862, to January, 1863.
ISAAC T. GOODNOW, January, 1863, to January, 1867.
PETER McVICAR, January, 1867, to January, 1871.
HUGH DE FRANCE McCARTY, January, 1871, to January, 1875.
JOHN FRASER, January, 1875, to January, 1877.
ALLEN BORSLEY LEMMON, January, 1877, to January, 1881.
HENRY CLAY SPEER, January, 1881, to January, 1885.
JOSEPH HAYDEN LAWHEAD, January, 1885, to January, 1889.
GEORGE W. WINANS, January, 1889, to January, 1893.
HENRY NEWTON GAINES, January, 1893, to January, 1895.
EDMUND STANLEY, January, 1895, to January, 1897.
WILLIAM STRYKER, January, 1897, to January, 1899.
FRANK NELSON, January, 1899, to January, 1903.
INSLEY L. DAYHOFF, January, 1903, to January, 1907.
EDWARD T. FAIRCHILD, January, 1907, to November, 1912.
W. D. ROSS, November, 1912, to January, 1919.
LORRAINE ELIZABETH WOOSTER, January, 1919, ———.



MISS LORRAINE ELIZABETH WOOSTER,
State Superintendent of Public Instruction.



Ans 2473



HON. JNO. J. TIGERT,
United States Commissioner of Education, Washington, D. C.

TO TEACHERS.

Teach within the understanding of the child.

Discriminate between essentials and nonessentials.

Emphasize essentials. Omit nonessentials.

Teach pupils to work, study and recite, that the individual may have an opportunity to act, think, speak, gain power, strength and independence by personal effort.

THE DUTIES OF A TEACHER.

Be cheerful and happy. Like your work.

Fit your school to the needs of the pupils.

Provide for study periods as well as recitations. (The study period is the most important.)

Give individual help to each pupil.

Provide material for beginners for the first day.

Provide a great variety of occupation material for beginners.

Make plans and prepare for each day.

Be loyal to pupils and patrons.

Conduct yourself in school and out of school so as to win respect for yourself and your profession.

Stay more than one year in a district unless a change means decided advancement.

Arouse an interest in your school.

Do your part to cause patrons to appreciate a good school and to aid in securing and keeping a good school.

Comply with your school contract unless honorably released by the school board.

COOPERATE WITH YOUR COUNTY SUPERINTENDENT.

Read carefully and keep all printed matter and circular letters sent to you by your County Superintendent.

Answer all letters fully and promptly.

Send daily programs and reports as requested.

Study the School Laws.

Be sure you are complying with all the requirements of the Law.

Make an effort to know the educational policies of your County Superintendent and State Superintendent. Act in harmony with those policies and try to put them into operation.

Be sure there is kind sympathy and strong coöperation between you and your County Superintendent.

Attend all meetings called by your County Superintendent and go prepared to take an active part when called upon.

GOLDEN RULE.

"As ye would that men should do unto you do ye even so unto them."

TO SCHOOL BOARDS.

TEACHER'S CONTRACT.

Make two copies of the written contract, one for the teacher and the other to file with the clerk of the Board.

See that the provisions of the contract with your teacher are complied with by both the teacher and the Board.

Employ the best qualified and the most desirable teacher you can secure.

Any superintendent or teacher using tobacco in any form is violating the intent of the Law and the Law.

See that superintendents, teachers and pupils do not violate the Law.

SCHOOL TERM.

Hold an eight-month term.

Ask aid for weak school districts, if entitled to aid.

See that the essential subjects are taught and emphasized in your school. Omit all nonessentials.

Provide all necessary supplies and equipment.

Add at least a few good books to your library each term and select them from the Kansas Pupils' Reading Circle list.

TWENTY DAYS, SIX HOURS EACH, A LEGAL SCHOOL MONTH.

(See Section 349, School Laws, 1919-1920.)

"A school month shall consist of four weeks of five days each, of six hours per day." This means that twenty days teaching is a legal school month and school boards have a legal right to require teachers to instruct twenty days of six hours per day for each school-month's pay.

Each child of school age is entitled to the full twenty days' instruction for six hours per day for each month of school.

Many children are being cheated of their legal right to attend school twenty days of six hours per day for each school month. Kindly see that the children in your school district are not cheated of their legal rights.

There are too many days asked for as holidays and for teachers to attend meetings, associations, etc. Many of these vacations and holidays should not be asked for by superintendents and teachers, and the days granted for necessary reasons should be made up at the close of the school year by continuing an extra week or more if necessary to give the children their legal twenty days of school.

COURSE OF STUDY.

Each schoolroom in the state, both rural and graded schools, must be supplied with a Course of Study. The copy is the property of the School District and must be preserved. Kindly see that your school district has the Course of Study and that it is cared for in compliance with the Law.

USE OF SCHOOL HOUSE.

The schoolhouse cannot legally be used for dancing. See School Laws, 1919-1920, page 134, section 380.

Do not permit anything of an immoral or harmful nature to injure or weaken your children.

Urge superintendents, teachers and janitors, to so conduct themselves at all times that their example could not be anything other than proper and a benefit to children and others.

Endeavor to have the best school ever held in your district.

MALICIOUS DESTRUCTION OF PROPERTY.

Children and other persons should be taught to aid in the care and protection of all private and public property. It is the important step toward good citizenship.

[3715] Any person who shall willfully and maliciously destroy, deface, remove or injure the property of another, public or private, when the value of the property is under twenty dollars, shall on conviction be deemed guilty of a misdemeanor, and punished by fine not less than one dollar nor more than one hundred dollars, or by imprisonment in the county jail not to exceed six months, or by both such fine and imprisonment. (Laws 1907, ch. 185, sec. 1.)

[3716] Any person who shall willfully and maliciously destroy, deface, remove or injure the property of another, public or private, when the value of the property and when the amount of damage done thereto is twenty dollars or more, shall on conviction be deemed guilty of a felony, and be punished by imprisonment at hard labor in the penitentiary of the state of Kansas for a term not less than one year nor more than five years. (Laws 1907, ch. 185, sec. 2.)

THE MODEL TEACHER

Realizes that the school exists for the child and not the child for the school.
Is willing to give the poorest and dullest pupils every opportunity and encouragement to get the most and best they can from their school life.

Believes in the worth and dignity of teaching.

Is able to translate all school duties into character.

Is a school *teacher* and not a school *keeper*.

Realizes that the neglect of moral and religious training is fatal.

Is a sympathetic student of subjects and pupils.

Is broader than his schoolroom.

Is a conscious part of the system.

Knows definitely the relation his work sustains to the entire system.

Is able to be a part of the system while removing from the machine as much of the mechanical as possible.

Has sufficient energy, spirit, and personality to follow a general plan without losing individuality.

Is consistently subordinate to rightful, rational authority sympathetically administered.

Is conscious of the fact that preparation is as necessary as life itself, and should continue throughout life.

Knows that only the good can aid in civilization and advancement.

Report of State Superintendent.

(Taken from Twenty-second Biennial Report.)

It is my duty and privilege to submit herein the report of the schools of Kansas for the first two years of my service as State Superintendent of Public Instruction.

Kansas is rich in many resources and enterprises, but the educational activities are of greater value to the state than all other activities.

The constitution of the state of Kansas provided that "The State Superintendent of Public Instruction shall have general supervision of the educational interests of the state."

It has been my constant endeavor to be of real service in every way possible to every educational interest in the state.

I have made faithful effort to give the rural schools the time and attention which justly belong to them.

When other duties permitted I have given one day each week during the school year to personally visit the rural schools, therefore have visited the rural schools in many counties, and have also visited a number of city schools.

I have prepared a booklet on patriotism in compliance with the Law, and as soon as it can be printed it will be distributed for use in each schoolroom.

In compliance with the Law I have prepared a booklet on the evils of tobacco and cigarettes, and this will be sent out for use in each schoolroom as soon as it can be printed.

All office blanks have been revised to conform with the laws. Where possible, blanks have been reduced in size to save paper and cost. All certificates have been reduced in size. In many cases the reduction has been one-half or one-third of the former size.

During the two years of 1919 and 1920 the following are some of the duties and obligations which as State Superintendent I have met:

I have personally visited fifty-eight Teachers' County Normal Institutes, in compliance with the law; and during 1919 cared for forty-six school bond hearings held in twenty-nine different counties.

I have held four state conferences of County Superintendents, and have met the County Superintendents for conference when attending other meetings.

Attended the State Teachers' Associations, five in number, attended many County Teachers' Associations, Vocational Associations, County School-board Conventions, Parent-Teacher Associations, many of the District Women's Club meetings, the two State W. C. T. U. meetings, the two State Meetings of the Anti-Tobacco and Anti-Cigarette Association, and was a speaker at each.

Attended the two annual meetings of the National Education Association, and for 1920 served as president of the National Council of State Departments of Education (the first woman elected president of this organization).

Attended the two annual meetings of the North-Central Association for accrediting Secondary Schools and Colleges, the two annual Regional Vocational meetings at Chicago, two Federal Educational conferences held at

Washington, D. C., and two held at Kansas City, Mo., called by the United States Commissioner of Education, the National Kindergarten Association held in Topeka, and served on committees and as a speaker at each. Also attended and spoke at numerous other gatherings, and spoke from the pulpit in eleven churches in different parts of the state.

I am pleased to report that the citizens and parents are taking an active, earnest interest in all things tending to improve and strengthen the educational work and influence of our schools.

There is marked evidence of a new interest in educational work, notwithstanding the negative influence of influenza and post-war conditions. The year 1918-1919 suffered most from the unusual interruptions. Since that time school work has been improving and returning to normal conditions.

There is a growing improvement in enrollment and attendance in our schools.

Communities have met the demand for better salaries by taxing themselves liberally. In two years the amount paid for teachers' salaries and supervision has increased \$3,477,244.58, or 36%, a good index of a growing public interest in education. During this biennial period, the payments for sites, buildings, and furniture have increased \$670,985.58, or 21.8%, and the value of school property has increased \$9,973,865, or 27.5%.

The total population has increased 2.6% in two years; the school population has increased .28%.

During the same time the value of taxable property has increased only 6.6%, with an increase of 16 $\frac{2}{3}$ % in the tax levy.

THE COST OF EDUCATION IN KANSAS.

In 1918-'19, the total elementary school enrollment was 350,825, and in 1919-'20, it was 348,154.

In the high schools of the state there were enrolled during the year 1918-'19, 53,690 pupils, at an average cost of \$62.75 per pupil, which was 146% of the cost of each elementary pupil and 129% of the cost of each rural pupil. In 1919-'20, 58,729 were enrolled in the high schools, at an average cost of \$88.65 per pupil, which was 178% of the cost of each elementary pupil, and 211% of the cost of each rural pupil.

For the two years ending June 30, 1920, in addition to the liberal local support given high schools, they received state and Federal aid as follows:

Normal training	\$127,198.50
Industrial training	114,985.50
Vocational agriculture (Federal)	55,035.50
Vocational agriculture (State)	65,599.09
Total	<u>\$362,818.59</u>

During the same period, rural schools, through the appropriation for aid to weak districts, received state aid to the amount of \$24,904.60.

In other words, during the biennium ending June 30, 1920, more than *fourteen* times as much aid was given to high schools as to rural schools, although there were nearly two and one-half times as many pupils in the rural schools as in the high schools.

To illustrate the overemphasis of the high school, or the underemphasis of

the elementary school, the reports of the superintendents of twenty-five Kansas cities of the second class for the year 1919-1920, are used in the following comparisons:

The average cost per pupil, based on total enrollment, was \$8 per month for the high school and \$3.95 per month for the grades. This is a yearly cost of \$72 per enrolled pupil in the high school, or a total of \$288 for the full four years' course at the same rate, while the expense of the grades, per enrolled pupil, is \$35.55, or a total of \$284.40, for the full elementary course of eight years. To state the matter in another way, it costs \$3.60 more per pupil enrolled in the high school to complete four years' work than it costs the grade pupil for his full eight years.

The cost per pupil based on average attendance shows practically the same difference of emphasis and interest. On this basis the high-school pupil costs \$9.44 per month, \$84.96 per year, and \$339.84 for four years. On the same basis, the grade pupil costs \$5.33 per month, \$47.97 per year, and \$383.76 for the full eight years—only \$43.92 more than the four years' cost of the high-school pupil—an average of 61 cents more per month for the seventy-two months.

With the foregoing money comparisons, the work of the two parts of the school system must be considered from another angle, in order to estimate the effectiveness of the above expenditures.

More pupils had the elementary work than those who were in the high school. Over three and one-third times as many were enrolled in the grades as in the high school. The average attendance in the grades was over three times the average attendance in the high school.

Another comparison in favor of the value of the elementary work is the average per cent of elementary pupils completing the full eight years—practically the same as the per cent of high-school pupils completing the full four years.

We should not value the high school less, but we should value the elementary school more.

EXPENSES IN OUR STATE SCHOOLS.

The following is a comparison of the expenses required of resident and non-resident students:

University:

Matriculation and incidental fees—

Residents of Kansas	\$40.00 to \$55.00
Non-residents	\$55.00 to \$70.00

Normal Schools (Regular session):

Regular fees, various items—

Residents of Kansas	\$20.00
Non-residents	\$50.00

Agricultural College (Regular session):

Regular fees, various items—

Residents of Kansas	\$33.00
Non-residents	\$48.00

The fees charged non-resident students will equal only a small part of the actual cost per student.

In view of the crowded conditions complained of by heads of the state insti-

tutions, would it not be wise to charge non-resident students a sum more nearly commensurate with the cost to the state?

The rural schools, caring for 85% of our children, have made the greatest progress. The rural schools have been provided with better teachers, better buildings, better school equipment, better roads, and thereby better means of transportation to the schools, than at any time before in the history of the state.

The length of school terms has been increased until more than $\frac{3}{4}$ of the rural schools have 8- or 9-month terms, with well-paid teachers. The enrollment has increased and parents are not only taking a greater interest in keeping their own children in school, but are also aiding to keep all children in school, as a matter of general public benefit.

In two years the teaching force has increased 3.6%, while the number of teachers having university or college education increased 13.9% and those having completed from one to three years of college or normal-school work, increased 35.6%.

Notwithstanding the high cost of labor and material, 353 new school buildings were erected during the last two years, at a cost of \$4,987,067.78.

All School-District community activities have been interested in education and have aided educational work. In many instances city persons, bankers, lawyers, merchants, the W. C. T. U., Parent-Teacher Associations and others have so interested themselves in rural-school advancement that they have donated funds and prizes for certain school activities, accomplishments, and exhibit work done by pupils.

The town and city people are more and more realizing that towns and cities only exist and grow as the rural communities advance to support them.

With all these elements at work advancing the cause of rural education, we trust the future will give us the ideal rural school, with just state financial support.

The Graded Schools, High Schools, State Institutions, private Colleges, Business Colleges, Parochial Schools have all shown marked advancement in their various activities, equipment, enrollment and in their plans for the future.

NOTE.—See page 82, "Needed Legislation Recommended."

RURAL SCHOOLS.

The rural schools are doing their work during shorter terms than other schools. The difference varies from four to eight weeks, except in those schools where the terms are nine months.

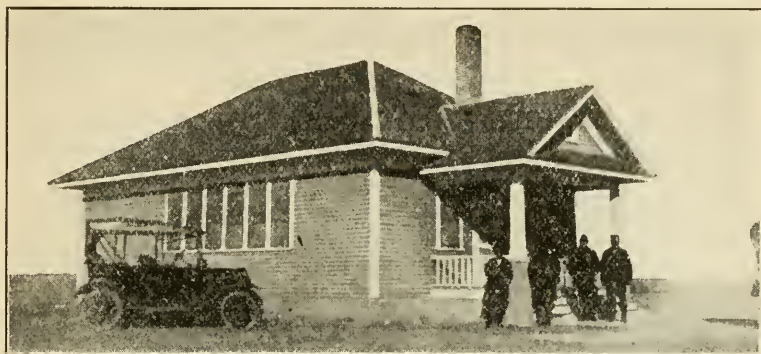
The graded rural schools average longer terms, better salaries and more favorable school conditions, with a rapidly-growing interest in the relations of the schools to the communities they serve. The rural high school is rapidly growing in favor, and is aiding in the consolidation of districts for the elementary work.

The schools in cities of the first and second class are well established and are generously provided with funds to meet all needs.

The ungraded, rural schools should receive more attention, and their just share of the money raised by taxation.

Better buildings, more complete equipment, better prepared teachers, longer terms, longer teacher-tenure and better roads are needed to make the one-teacher schools all they should be and are capable of becoming. Good roads

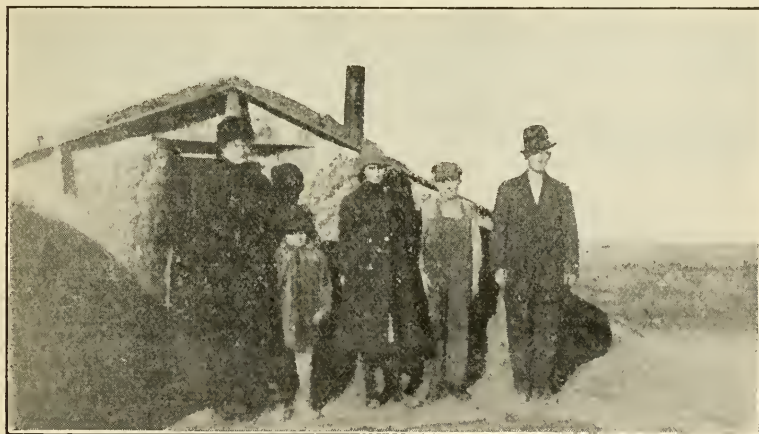
and transportation are matters to be considered in an effort to help the districts having a small and decreasing school enrollment to care for their children in consolidated schools.



Buffalo School, District No. 14, Scott County.

RURAL-SCHOOL GRADUATION.

The law granting to graduates of the eighth grade of rural schools the privilege of admission to accredited high schools without examination, upon the presentation of a common-school diploma, has proved its worth in many ways. Local interest and pride are developed. The spirit of emulation se-



The dugout schoolhouse, now replaced by new building, visited by Miss Wooster, January 9, 1920. (Miss Wooster, pupils and teacher.)

cured is helpful. Teachers and pupils take pride in doing the best work possible.

The final meeting of the graduates at the county seat, or at several places in the larger counties, for the program of exercises by the pupils, and an address

by a capable speaker, is an occasion adding greatly to the experience of the boys and girls completing their elementary work. In 1919, 12,351 pupils secured diplomas, 7,720 being pupils in one-teacher schools. In 1920, 13,966 secured diplomas, 8,505 being pupils in one-teacher schools.

The results have been very satisfactory. The outlook is bright for continued interest in this phase of our public-school work.

COUNTY HIGH SCHOOLS.

During the year 1918-'19, there were 28 County High Schools with a teaching force ranging from 2 to 18 and with an enrollment varying from 16 to 420, with a total of 4,637, of which 617 graduated.

During the year ending June 30, 1920, there were 27 County High Schools, with teaching forces ranging from 2 to 19, and with an enrollment varying from 7 to 453, with a total of 4,154, of which 571 graduated. The graduates



The new frame building, replacing sod schoolhouse seen at back and side. Sod schoolhouse visited by Miss Wooster, January 9, 1920.

were 39.8 per cent of the first-year enrollment and 83.7 per cent of the seniors.

In counties having other good high schools, opposition to the double taxation is rapidly growing in the communities maintaining such schools. The legislature should remedy this source of unequal taxation.

The training of teachers, one of the purposes of the County High Schools, is now done equally well in many of the other high schools.

The County High Schools have done and are doing good work.

RURAL HIGH SCHOOLS.

One of the most important movements to-day in the field of education is that of consolidation. Consolidation has given us the Rural High School.

This movement began by the establishing of the Township High School. It was seen, however, that township lines often did not provide satisfactory

boundaries. In many cases territory was included within the Township High School boundaries which should have been outside, and other territory was left out, which on account of its location and interests, should have been included. The result was the Rural High School law of 1915 which permits a greater freedom in the formation of boundary lines.

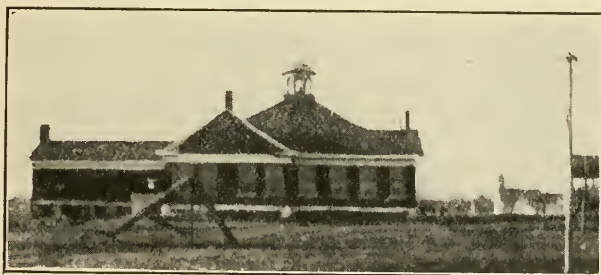
Two causes have contributed materially to the rapid growth of the Rural High School.



The auto bus, ready to go to Benedict School, Wilson County, Kansas.

First, the unusual and increasing cost for school maintenance during the last few years have made necessary some provision for larger valuations as a basis for school support.

Scores of rural communities and small third class cities are finding it impossible to maintain a satisfactory system of schools through the eight grades of work, and four years of high school, upon a valuation of one-half to one



Benedict Consolidated School, Wilson County, Kansas.

and one-half million dollars. No business corporation can do business on the same capital which it had five years ago. Neither can our schools hope to last few years has made necessary some provision for larger valuations as a basis for yearly support.

A second cause which is contributing to the growth of the Rural High School is the increasing interest in the rural communities in a high school edu-

cation. Along with this is the demand that the boys and girls of the country and the small town have as good high school privileges as those of the city boy and girl, and that these high schools be brought to their home communities so that high school opportunities may be had under the parental care, and without breaking the home ties.

There is to-day a general demand that each boy and girl shall not only have the privilege of a common school education through the eight grades, but also that they shall have the opportunity of a free four-year high school course. For this reason, all property in each county should be included in some high school district, and made to bear its share in the maintenance of high school privileges, the same as all the territory of the county is included in some grade school district, and thus made to bear its just part of grade school expense.

A comparison of maps "A" and "B" gives a clear presentation of the rapid development of rural high schools during the last four years. In 1916, there were only 15 rural high schools in the state. Within four years this number had increased to a total of 209.

HOT LUNCHESES—RURAL SCHOOLS.

Another important enterprise rapidly growing in extent and favor is the hot lunch in the rural schools. The benefit of the hot lunch to the growing child is invaluable.

The work of establishing hot lunches in the rural schools has been promoted largely by the county superintendents. In counties having home-demonstration agents or farm agents, the county superintendent has been ably assisted by them.

In many counties the women's clubs and church organizations have both planned and assisted in the installation of the hot lunch, and have also helped to carry it on.

There are three ways of meeting the expenses. 1. The parents contribute each day the materials used. 2. The pupils contribute a few cents each per day, the amount varying with the kind and quantity of materials used. 3. The expense is met by funds set aside by the district. This plan removes many of the difficulties of other plans, and seems to secure better results.

Ordinarily the hot lunch is meant to be only a supplement to the cold lunch brought from home. For this reason, one dish or kind of food is usually prepared. A nourishing soup or a hot drink is generally served. The time element also enters into the plans. In some of the schools, ovens have been installed. This permits the preparation of baked foods without much loss of time.

The pupils eat in the schoolroom under the supervision of the teacher, and often at a table spread for the occasion. This offers splendid opportunity for teaching "table manners" by precept and example.

The schools serving lunches are generally furnished with a minimum equipment, including a stove (usually a two-burner oil stove), two large kettles, dish pan, bucket, and the necessary small articles. Some schools are equipped with dishes, while in others the pupils bring those needed for their own use. The latter plan seems advisable as it saves dish-washing time.

The popularity of the hot-lunch plan is shown by the growing tendency to provide for kitchens in the plans for new buildings.

COURSE OF STUDY FOR RURAL AND GRADED SCHOOLS.

The Law requires that a "Course of Study for Rural and Graded Schools" be issued to serve as a guide for superintendents and teachers employed to instruct in the schools of Kansas.

Each schoolroom in the state, both rural and graded, in compliance with the law, must be supplied with a copy of the Course of Study. The copy is the property of the district.

The schools have shown marked improvement since the state has furnished the Course of Study and required its use by the teachers.

The present course gives detailed suggestions for the presentation of the various subjects, and also contains valuable suggestions for teaching.

The bi-monthly and final examination questions have been based on the course of study. As a result the Course of Study has become something of a manual and basic text for the teachers. In fact, it has become invaluable as a guide in their work.



Graded school at Midian, an oil town in Butler County. The teacherage, shown at the left, has additional schoolrooms.

THE SCHOOL FUND.

The school fund of the state, which has been derived from the sale of school lands granted the state by Congress as a provision of the state constitution has reached the amount of \$11,099,392.53. Maturities from this fund have been promptly and judiciously reinvested. Reinvestment of maturities during the fiscal year ending June 30, 1919, totalled \$977,428.21, and for the year ending June 30, 1920, amounted to \$1,197,689.14.

The distribution of the interest on the permanent school fund yielded, in 1919, \$479,376.12, or 92 cents per capita on the basis of the school population of the state. In 1920 this disbursement totalled \$511,275.22, or 98 cents per capita.

The Thorpe Trust Fund is a fund of \$7,000.00 which was created by enactment of the Legislature of 1895. This is under the administration of the State School Fund Commission. This fund is fully invested in school district bonds.

By chapter 122 of the Session Laws of 1875, each insurance company doing business in the state of Kansas shall, in addition to other fees required of it, pay into the state treasury, for the benefit of the annual school fund, the sum of fifty dollars each year. During the fiscal year ending June 30, 1919, the re-

ceipts by the annual school fund from this source were \$12,800.00, and for the fiscal year ending June 30, 1920, the receipts were \$14,800.00.

RURAL SCHOOL DISTRICT LIBRARIES.

A wider choice of books for school district libraries was made possible by an act of the 1919 Legislature which permits the purchase of primary books and two monthly school journals. If to this law another could be added requiring a small annual tax of at least five or ten dollars to be expended by each district for the purchase of such books from a list approved by the State Department of Education, the schools would receive greater benefit.

TEACHERAGES.

In a number of districts a forward step has been taken in providing homes for the teachers. Elsewhere in this report we show the picture of a number of School District owned homes for teachers.

TAXATION.

For the year ending June 30, 1920, the tax levies for school purposes in the various school units varied from no levy to 42.7 mills on the dollar. This is a difference so great as to offer a serious problem.

The current public-school expenses for the year ending June 30, 1920, could have been met by a general levy of 5.2 mills on the dollar. A general levy of one mill on the dollar for that year would have added \$6.93 to the amount allotted to each census child from the income from the present State School Fund.

A more just method of equalizing taxes should be devised. In many cases, combining tax units would give relief. Concentrated valuation due to railroad, mining, oil, gas interests and other corporate interests should have a more just method of tax distribution.

Relief could be given in a large measure by a yearly state levy of at least one mill, if one-half of the one mill tax was added to the permanent school fund and half of it distributed as the income from the school fund is now distributed.

ILLITERACY IN KANSAS.

A report of the U. S. Census Bureau, based on the census taken in January, 1920, gives the following items on illiteracy in Kansas:

There are 22,821 illiterate persons 10 years of age and over in the state of Kansas, "illiterate" meaning, unable to write. Of this number, 5,835 are native whites of native parentage, 1,344 are of foreign or of mixed parentage, 11,291 are of foreign birth, and 4,228 are Negroes.

The percentage of illiteracy in the total population 10 years of age and over is 1.6.

The gain for the Negroes has been from 12.0 to 8.8 and for native whites of native parentage from 0.8 to 0.6.

Kansas illiteracy ranges from 4.3 in Ellis Co. to 0.3 in Smith Co. Bourbon, Geary, Graham, Gray, and Lyon have each the average for the state, 1.6.

According to the census of 1920, there were in Kansas 255,474 children 7 to 13 years of age, of whom 241,531, or 94.5 per cent were in school. In 1910, 92.3 per cent were attending school.

SCHOOL ACTIVITIES.

During the past two years the school children, superintendents, and teachers have nobly responded to all war activities, making war gardens, buying stamps and baby bonds, doing Red Cross and thrift work, etc. Many schools have a first-aid cabinet.

Kansas ranked first in the tenth Federal Reserve District for thrift work and second in the United States. Ohio ranked first in the United States.

The school children, both city and rural, have set out hundreds of trees in the school yards as memorial monuments for the fallen soldiers and also one tree in each School District for each boy who went to service from the School District.

SCHOOL GROUNDS.

School-spirit and local district-pride are being the means of great improvement of the grounds of the schools of Kansas. Along with better buildings has come a study of the school ground from the standpoint of beauty. Shrubbery



The May-pole Game, Bucyrus School, Miami County.

is put out to improve unsightly corners and ugly spots. Trees of native varieties, and good sod (in sections where it will grow) are now common rather than uncommon. Aside from enhancing the beauty of the playground, perhaps nothing outside of playground apparatus gives the pupils more real pleasure than a growth of fine trees on the playgrounds. It is interesting to know of the unusual efforts being made to grow trees on the school grounds in the central and western parts of the state. Where a windmill is necessary to get water, the grounds are often ditched and irrigated in order that the trees and shrubbery may be properly watered. When school patrons can realize that trees on the school ground deserve and should have just as careful care and trimming as the trees about a home, great strides will have been made.

Grounds are being well graded and good walks are being made of cement, stone or board.

A quiet, but nevertheless persistent, campaign for better out-buildings, specially toilets, has been made. The type of toilets varies somewhat in the different counties according to the ideas of the county superintendent and county health officer. In the main, however, they are properly located, well-



School interest as accomplished through plays and games at Judy, District No. 3, Anderson County



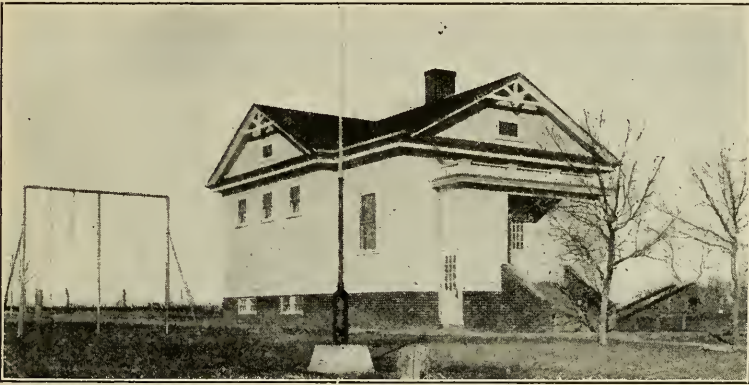
The rabbit hunt—to save the fruit trees. Killed by E. E. and O. A. Edwards, January 10, 1919.

built, and painted inside as well as outside. Where the drainage will not be toward the water supply a dirt pit is used because it is most practical. A good toilet, however, will have a ventilation flue from the pit, small windows, and hinged seat-covers.

The most modern type of toilet in the state, however, is the indoor chemical plan. They have been given a thorough trial in the past two years and are highly satisfactory. Aside from the protection they render to the health of the children, they permit very close supervision by the teacher.

Perhaps the school grounds have not improved more noticeably in any other respect than in the addition of practical play-equipment and in play-supervision. The most meagerly equipped grounds have provision for basketball or baseball. The more generally equipped grounds have seesaws and swings of two sizes, turning poles, and often tennis and croquet. The larger school grounds, as in the graded schools, have also the vaulting pole, discus, and often a track as a part of, or in close proximity to, the school ground.

There was a time when teachers did not consider it a part of their duty to be on the playground during intermissions. That time has passed. It is just



Central School, Republic County. Cost approximately \$6,000. A Superior School.

as necessary for a teacher to be able to organize the playground as it is the schoolroom. This is equally true in the one-room school and in the graded school. She must know games and be able to teach them. County superintendents, city superintendents, and principals are looking for these qualities in teachers and are requiring close supervision of the play-periods.

SCHOOL EXHIBITS AND CONTESTS.

In many communities, rural and city, much interest has been aroused by exhibits of various phases of school work. At times, home work by the pupils is added. Garden and farm products, canned and preserved fruits and vegetables, manual-training work, sewing, etc., often contribute to the interest of the exhibit. At times they are enlivened by the display of pets, poultry, birds, curios, etc.

Frequently the conditions of the display are rendered more fair-like by pop-corn, candy and lemonade stands, managed by the pupils to secure money for playground equipment or other needed supplies.

County fairs frequently make provisions for school exhibits.

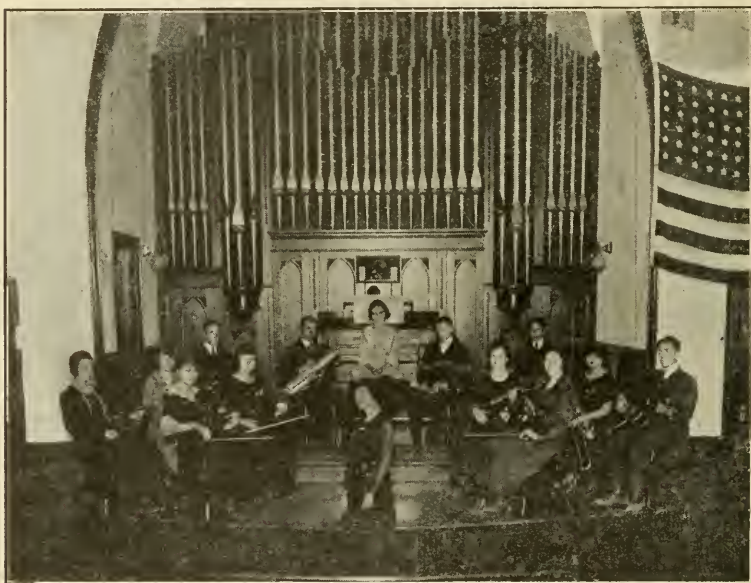
At times, spelling, musical, declamatory, literary, oratorical and athletic

contests are held. These may be within the school itself, or may involve several neighboring schools, or may include the county.

A spelling contest was held at the State Fair in Topeka in 1920. Much interest was shown and several prizes were awarded. The first prize was won by a boy from the Boys' Industrial School, Topeka. A similar contest was held in 1921.

PATRIOTISM.

An Americanization poster, 11 x 14 inches, on which is shown the United States flag in colors, and having in large, clear type Wm. Tyler Page's "The American's Creed" and the pledge given in the children's "Flag Salute" has



The high school orchestra, one of the school activities at Coldwater, Comanche County.

been sent by the State Superintendent to each schoolroom in the state, thus supplementing the teacher's patriotic instruction.

ANTI-CIGARETTE POSTER.

Those who wink at the violation of law and who connive with law breakers are doing much to prepare our youth for the ranks of anarchy. The anti-cigarette law has furnished these advocates of "personal liberty" a rare opportunity to exert themselves in opposition to law enforcement.

In order to prepare the school children to withstand the tricks of the tobacco interests and unscrupulous dealers, the work of the teachers has been supplemented by the distribution of an illustrated poster, 11 x 14 inches, giving to eye and mind a brief outline of the evils of cigarettes and tobacco.

Each schoolroom in the state has been supplied with a copy of this valuable

help, thereby aiding teachers in their required instruction against this dangerous evil.

The rural schools suffer from lack of academic preparation of teachers. The following table gives a comparison of the reported preparation of teachers employed during 1919-1920:



Gymnasium, Ellsworth High School. Running track and spectators' gallery around entire gymnasium.

	Un-graded rural schools, 7,624 teachers.	Grades.			High Schools.			
		Graded rural schools, 2,996 teachers.	Cities of second class, 1,715 teachers.	Cities of first class, 1,369 teachers.	Graded rural schools, 1,827 teachers.	Cities of second class, 851 teachers.	Cities of first class, 396 teachers.	County, 234* teachers.
Graduates of University or College,		3.2%	6.1%	9.9%	66.4%	71.2%	67.7%	65.0%
Graduates of Normal School.....		9.6%	21.7%	24.8%	16.4%	14.9%	14.9%	14.1%
Graduates of College or Normal School.....	2.3%							
Graduates of High School or Academy.....	70.0%	51.9%	35.5%	21.8%	5.9%	2.2%	1.5%	13.7%
Not Graduates, but have had One to Three Years in College.....			15.2%	11.0%		10.6%	11.6%	7.2%
Not Graduates, but have had One to Three Years in Normal School.....		20.0%	30.3%	24.8%				
Not Graduates, but have had One to Three Years in High School or Academy.....	10.0%							
Not Reported.....	17.7%	15.3%	1.2%	7.7%	11.3%	1.1%	4.3%	

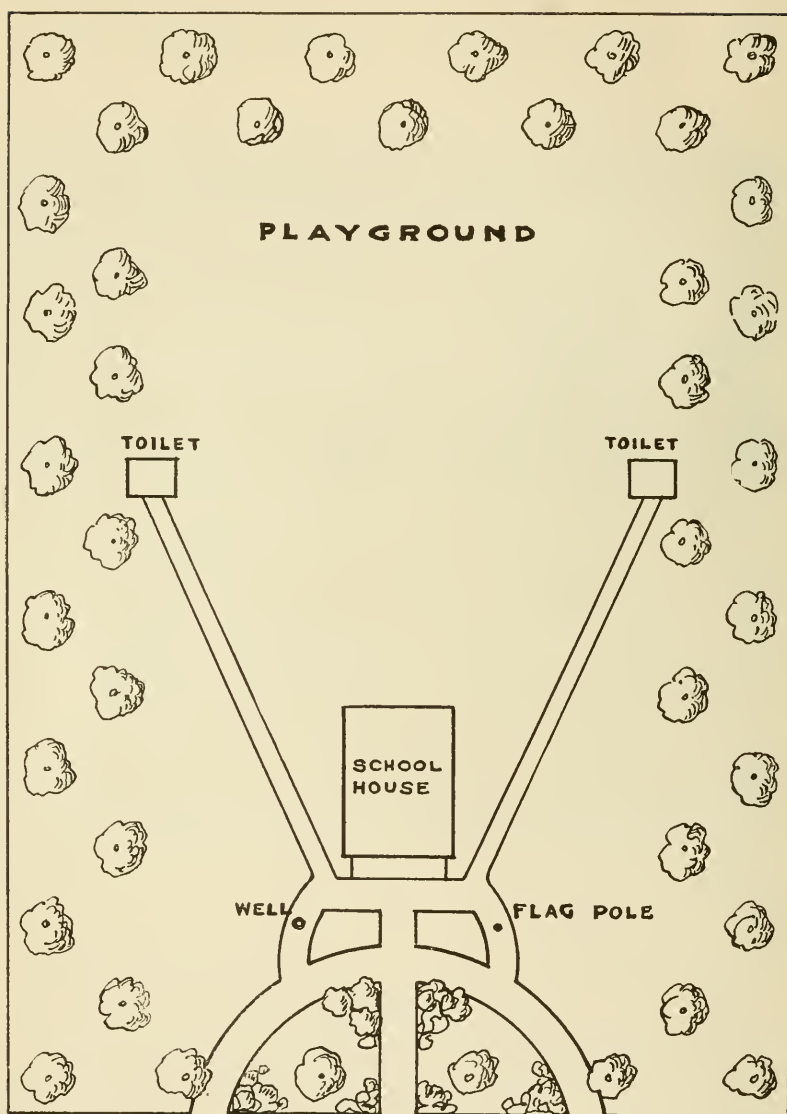
* Including the principals of the smaller county high schools.

The above shows, 82.3% of our rural teachers have a High School education or more.

NEW SCHOOL BUILDINGS.

Modern, well-equipped schoolhouses are being built. The new buildings erected during the two years ending June 30, 1920, are most excellent models of various types, ranging from a one-room school to a half-million dollar high school.

The high cost of labor and material did not prevent extensive building campaigns.



A MODEL SCHOOL GROUND.

During the two years covered by this report 353 new school buildings were erected at a cost of \$4,997,069.78.

Of the 353 buildings 155 were erected in 1919, at a cost of \$1,720,873.74; and 198 were erected in 1920, at a cost of \$3,266,196.04. The increase of the 1920 improvement over 1919 was, in number of buildings, 27.7%, and in cost, 89.8%. The increase in buildings was mainly in the one-teacher schools, these schools having 28 of the 43 over 1919. The increase in cost was mainly in the towns and cities, these schools paying \$1,367,541.72 of the \$1,546,322.29 over 1919.

Assuming that items sent in by the reporting officials are correct, 36 counties did not erect any new buildings in 1919, and 33 none in 1920.

The average cost of the buildings erected in 1919 was \$11,102.41, while the average for 1920 was \$16,495.94.



Tamarisk hedge, showing different methods of trimming. From Fort Hays Experiment Station.

FOREST TREES AND FLOWERS ADAPTED TO KANSAS CONDITIONS.

- | | |
|--------------------------------|-------------------------|
| 1. White elm. | 16. Austrian pine. |
| 2. Sycamore. | 17. Cannas. |
| 3. Sugar maple. | 18. Sweet alyssum. |
| 4. Hackberry. | 19. White myrtle. |
| 5. Red cedar. | 20. Common juniper. |
| 6. Ky. coffee bean. | 21. Peony. |
| 7. Red osier dogwood. | 22. Iris. |
| 8. Van Houtte's spirea. | 23. Hollyhock. |
| 9. Common lilac. | 24. Violet. |
| 10. Thunberg's spirea. | 25. Phlox. |
| 11. Five-leaved ivy. | 26. Cottonwood. |
| 12. Japanese barberry. | 27. Black walnut. |
| 13. Japanese quince. | 28. Catalpa. |
| 14. Scotch pine. | 29. Russian wild olive. |
| 15. Dwarf Swiss mountain pine. | 30. Tamarisk. |



Catalpa grove. From Fort Hays Experiment Station.

SING A SONG OF KANSAS.

Sing a song of Kansas,
Princess of the West,
One of many sisters—
Fairest one, and best.

Heart of a great nation,
Brilliant central star,
Seen of all observers,
Hailed from near and far.

Stately in proportions,
Giantess in size,
Noted for her climate,
Famous for her skies.

Marvelous in progress,
Wonderful in deeds,
Other States may follow,
Kansas ever leads.

Sing a song of Kansas,
Land of fruit and grain;
Sound aloud her praises,
Thunder the refrain.

—*Emporia Republican.*



Hackberry. From Fort Hays Experiment Station.

LIVING STATES.

Of all the States, but three shall live in story:
 Old Massachusetts with her Plymouth rock,
 And old Virginia with her noble stock,
 And sunny Kansas with her woes and glory—
 These three will live in song and oratory,
 While all the others with their idle claims
 Will only be remembered as mere names.

—*E. F. Ware.*

THE GOSPEL OF WORK.

Let me do my work from day to day,
 In field or forest, at the desk or loom,
 In the roaring market place or tranquil room;
 Let me find it in my heart to say,
 When vagrant wishes beckon me astray,
 This is my work, my blessing, not my doom.
 Of all who live, I am the only one by whom
 This work can best be done in my own way.
 Then shall I see it not too great nor small,
 To suit my spirit and prove my powers;
 Then shall I cheerfully greet the laboring hours,
 And cheerful turn when the long shadows fall
 At even time to play and love and rest.

—*Henry Van Dyke.*

NEW BUILDINGS ERRECTED IN 1919 AND 1920.*

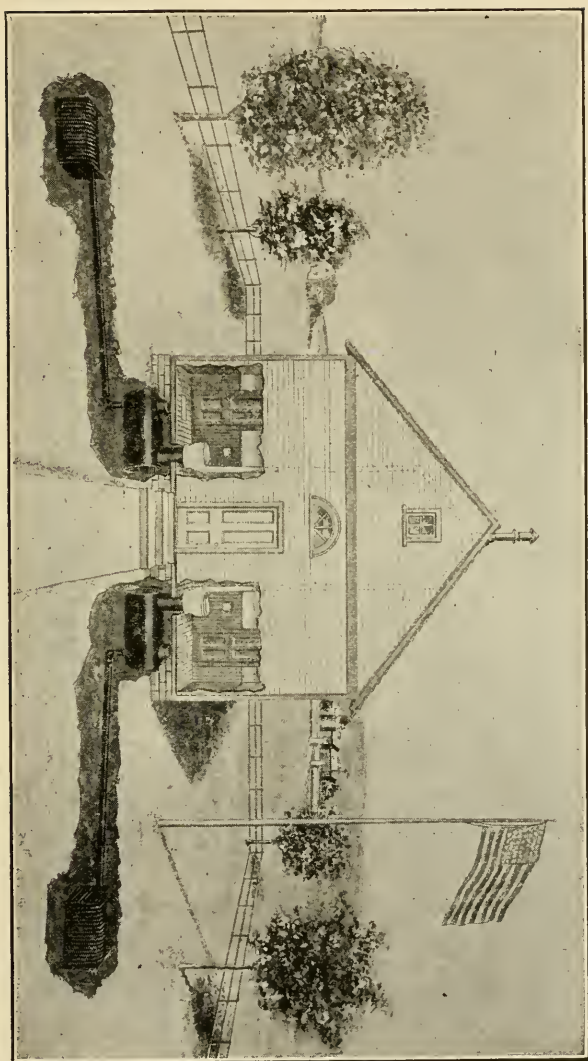
COUNTIES.	One-teacher schools.		Two- (or more) teacher schools.		Cities of second class.		Cities of first class.		Totals.	
	No.	Cost.	No.	Cost.	No.	Cost.	No.	Cost.	No.	Cost.
Allen.....	2	\$4,571.05	1	\$15,000.00					3	\$19,571.05
Anderson.....	4	12,000.00	1	65,000.00					5	77,000.00
Atchison.....	2	12,000.00	2	20,000.00			2	\$275,000.00	6	307,000.00
Barber.....	6	21,296.32	1	60,000.00					7	81,296.32
Barton.....	1	3,000.00			1	\$50,000.00			2	53,000.00
Bourbon.....										
Brown.....	2	10,033.07							2	10,033.07
Butler.....	7	17,900.00	4	235,000.00	3	280,000.00			14	532,900.00
Chase.....	1	800.00							1	800.00
Chautauque.....	1	2,500.00	1	18,866.69					2	21,366.69
Cherokee.....	3	12,000.00	1	8,000.00	2	224,000.00			6	244,000.00
Cheyenne.....	3	6,105.00	2	36,800.00					5	42,900.00
Clark.....										
Clay.....	3	4,900.00			1	65,000.00			3	4,900.00
Cloud.....									1	65,000.00
Coffey.....	1	1,800.00							1	1,800.00
Comanche.....	3	5,500.00							3	5,500.00
Cowley.....						65,000.00			2	65,000.00
Crawford.....					2	42,000.00			4	51,000.00
Deatur.....			2	9,000.00					2	8,400.00
			2	8,400.00						
Dickinson.....	5	22,300.00			1	135,000.00			6	157,300.00
Doniphan.....	3	4,600.00	3	28,261.68					6	32,861.68
Douglas.....	1	2,279.00							1	2,279.00
Edwards.....	3	24,400.00							3	24,400.00
Elk.....	3	6,000.00							3	6,000.00
Ellis.....	1	2,100.00							1	2,100.00
Ellsworth.....	1	1,400.00							1	1,400.00
Finney.....	6	10,500.00			3	80,000.00			9	90,500.00
Ford.....	4	11,025.00							4	11,025.00
Franklin.....	2	9,000.00							2	9,000.00

* This summary contains several buildings nearing completion.

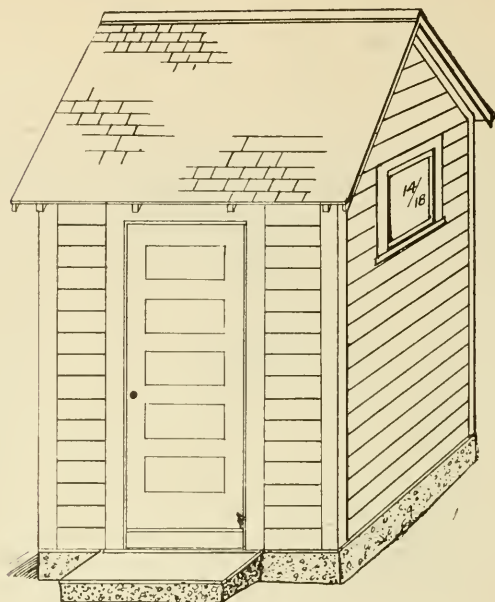
NEW BUILDINGS ERECTED IN 1919 AND 1920.*—CONCLUDED.

COUNTIES.	One-teacher schools.		Two- (or more) teacher schools.		Cities of second class.		Cities of first class.		Totals.	
	No.	Cost.	No.	Cost.	No.	Cost.	No.	Cost.	No.	Cost.
Pratt.....	2	\$5,100.00			1	\$250,000.00			3	\$255,100.00
Rawlins.....										
Reno.....	10	39,700.00					3	\$201,644.27	13	241,344.27
Republic.....	7	28,500.00	1	\$12,000.00					8	40,500.00
Rice.....	7	33,000.00	1	30,000.00						63,000.00
Riley.....										
Rooks.....	1	1,600.00							1	1,600.00
Rush.....	2	5,400.00							2	5,400.00
Russell.....	1	3,500.00							1	3,500.00
Saline.....	9	34,500.00	1	50,000.00	1	62,000.00			11	146,500.00
Scott.....										
Sedawick.....	8	34,000.00	1	8,000.00					1	8,000.00
Seward.....	3	6,500.00	2	19,000.00			6	585,000.00	16	638,000.00
Shawnee.....	1	10,000.00	2	89,400.00					3	6,500.00
Sheridan.....									3	99,400.00
Sherman.....	3	4,500.00	2	52,500.00					5	57,000.00
Smith.....	2	2,400.00	1	15,000.00					3	17,400.00
Stafford.....	5	7,500.00							8	7,500.00
Stanton.....	1	1,700.00							1	1,700.00
Stevens.....	1	1,200.00	1	4,000.00					2	5,200.00
Sumner.....	10	50,000.00	1	50,000.00	1	12,000.00			12	112,000.00
Thomas.....	1	5,500.00							1	5,500.00
Trego.....	5	11,500.00							5	11,500.00
Wabaunsee.....			1	40,000.00					1	40,000.00
Wallace.....										
Washington.....	3	9,000.00							3	9,000.00
Wichita.....	1	1,250.00							1	1,250.00
Wilson.....	2	4,887.00							2	4,887.00
Woodson.....	1	5,000.00							1	5,000.00
Wyandotte.....	1	3,900.00	2	7,339.00	2	112,500.00			5	123,739.00
Totals.....	256	\$837,272.14	62	\$1,444,172.62	24	\$1,617,980.75	13	\$1,107,644.27	355	\$4,997,069.78

* This summary contains several buildings nearing completion.



Model showing arrangement of inside toilets.



OUTSIDE TOILET.

SUGGESTIONS FOR BUILDING, REPAIRING AND CARING FOR OUTSIDE TOILETS.

(All measurements given in inches.)

All dimension material is 2 x 4 (studding).

Rafters are 5 in number.

Joists are 6 in number.

Studding are 5 each in front and back.

Studding are 6 each side.

Shingles are 8 layers on each side.

Windows are 2 in number, each 14" x 18", to slide back and forth.

Siding is regular weather boards.

Flooring may be of any suitable kind.

Ceiling and walls may be ceiling lumber or beaver board.

The seats are three in number, with diameters 8, 8½ and 9 inches.

The entire seat is 62½ inches long, 14 inches high and 16 inches wide.

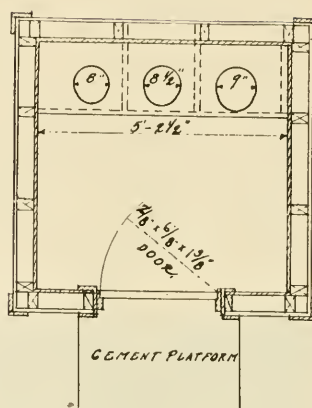
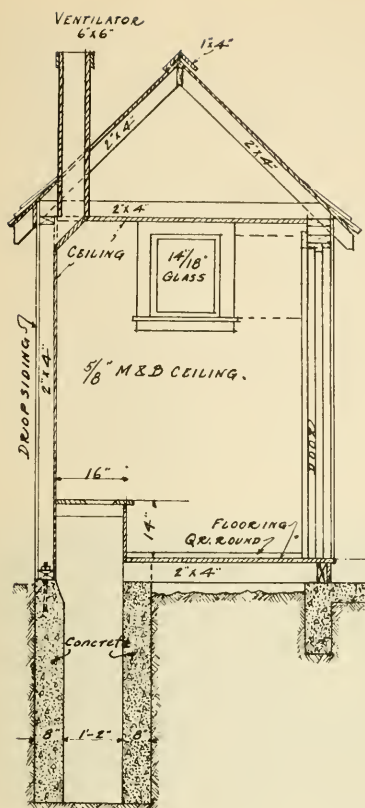
Door shield not desired or required.

The pit should be 4 or 5 feet deep, 2½ feet wide and 5¼ feet long.

Regularly once per week, preferably on Monday, a thin sprinkling of slaked lime should be thrown into the pit. This will prevent the accumulation of unpleasant odors or the gathering of flies. Lime will kill disease germs.

CIGARETTES vs. THE FUTURE.

The boy who smokes cigarettes need not be anxious about his future—he has none.—*David Starr Jordan.*



COUNTY NORMAL INSTITUTES.

Kansas had only the Lecture system of Institutes until 1877, at which time the Legislature gave to the state by Statute the "Four-weeks Normal Institute for the *Instruction* of Teachers and Those Desiring to Teach." Thus it is seen that Kansas discarded by Statute the Lecture form of Institutes more than forty years ago.

There is no authority in the Statutes to-day for any other than the "Normal Institute for the *Instruction* of Teachers and Those Desiring to Teach."

The Teachers' County Normal Institute has been a powerful factor in the preparation of teachers for better work in the rural schools, and has given them a knowledge of the difficulties and problems to be met unequalled by any other agency. The inspiration of many a teacher for her labor of love in the formation of character and American citizenship as well as for more thorough scholarship both for herself and her pupils has come from the County Normal Institute.

During the summer of 1920, at a cost of \$30,000, 105 County Institutes

were held (three of them joint institutes between two counties) in which 492 instructors gave instruction to 7,400 teachers.

The first Teachers' Institute in America was in Connecticut in 1839, and was for a period of six weeks and was conducted by Henry Barnard at Hartford. It was of such recognized benefit that later it was supported by the State.

The Teachers' Institute was found to be of such benefit that soon most states had secured the Teachers' Institute by Legislative acts.

To-day in 28 States, compulsory Institute attendance is required of teachers, in others optional, and in others compulsory for the granting or renewing of certificates.

The consensus of opinion of those closely associated with the institutes, is that they are performing a worthy mission, and that they are doing more to aid the rural teachers and the inexperienced teachers than any other educational institution.

The State furnishes a Course of Study for use in the County Normal Institutes, as provided by Law.



School Board Meeting, Douglas County, October, 1920.

COUNTY TEACHERS' ASSOCIATIONS.

The meetings of the teachers in their organized county groups are exceedingly helpful in keeping the teachers in sympathetic touch with each other and with local school conditions and needs.

At these gatherings many practical schoolroom problems are discussed. Interesting programs and demonstrations are given, all being entertaining and instructive.

The plan of these meetings varies according to the ideas and individualities of the county superintendents. In some counties monthly meetings are held during the school year. These meetings usually include one or more general sessions having on the program local or state speakers. In some counties a period of the meeting is set aside for the general study or discussion of the teachers' reading circle books for that year.

In many counties the Saturday following the close of the County Normal

Institute, or some afternoon during the Institute, is taken for organizing the county teachers' association. At this time plans and projects for the school year are discussed and the attention of the teachers focussed on certain ends to be accomplished during the year, supplies given out, organizations of the teachers effected, and officers elected.

The county teachers' associations often meet during the school year in a town in which a rural high school is established. The programs are worked out just as thoroughly and successfully as in the county-seat meetings, and this change aids harmony, unity, and cooperation.

Another plan which has proved helpful is where adjoining counties have held joint meetings. In sparsely-settled counties this provides larger attendance and more funds, hence greater interest.

Another type of meeting within the counties is the one for District School Board members for which the law provides. These meetings are sometimes planned separately but more often held jointly with the teachers, helping to bring about better cooperation between teachers and district board members.

SCHOOL BOARD CONVENTIONS.

The legal authorization of "one convention of members of school-district boards" annually, made by the legislature of 1915, has done much to advance the rural schools. These meetings have led to improved buildings and grounds, a more liberal support of teachers, and a better understanding of school purposes and needs. The results have justified the payment of the small expense of the members in attendance, the limit being two dollars each. Another great influence in unifying school-board methods and practice has been the state organization of school boards which holds its annual meeting at the time of the meeting of the State Teachers' Association.

SUPERVISION.

Supervision is of supreme value and is growing in extent and responsibility.

Unity of plan and purpose requires unity of supervision. All supervision of educational interests should be centered in one authority and that authority should be responsible to the people, as provided by the State Constitution.

Supervision controlled by more than one authority results in lack of common standards, destroys unity of purpose, causes extra expense, loss of time, and leads to antagonisms and jealousies, destructive of the best school conditions.

Unified service for the schools of the state is a necessity for proper future advancement.

During the school year of 1918-'19, one or more of the supervisors or myself was in 94 counties for supervision work or educational addresses.

During the school year of 1919-'20, one or more of the supervisors or myself was in each of the 105 counties of the state.

I have personally visited from 5 to 16 rural schools in a number of the counties each school year, also parochial schools.

All private and parochial schools are supervised by the County Superintendents and State Superintendent's office the same as all other schools and educational institutions. The same qualifications of teachers are required, and

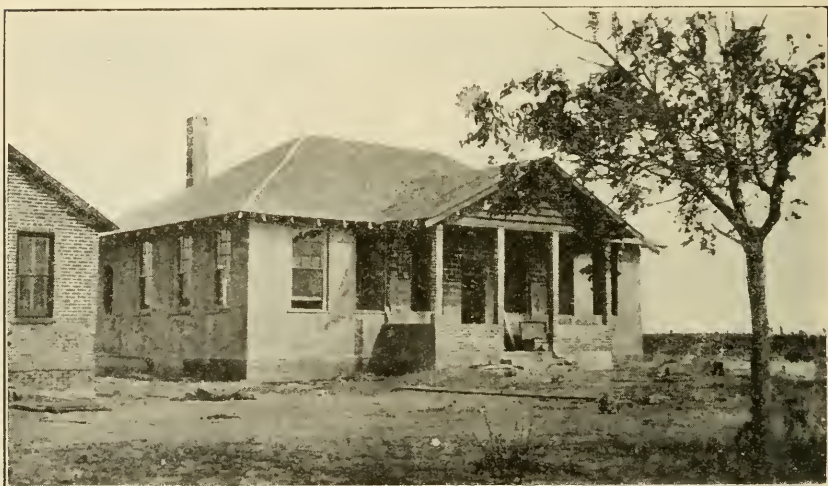
these schools are also required to use the State Course of Study, and instruct only in the English language.

In 1918-'19 the two rural Supervisors visited rural schools in 62 counties, and in 1919-'20 in 83 counties.

During the two years the rural Supervisors attended 13 District School Board Associations, and visited 44 County Teachers' Normal Institutes, and 21 State and County Associations. Each attended one National Educational Association.

In 1918-'19 the two high school Supervisors visited 121 High Schools and in 1919-'20, 360 schools.

The two attended 11 state and county associations, School Board Associa-



A Kearny County school in construction.

tions 7, other community meetings 7, and visited 28 County Teachers' Normal Institutes. Each attended one National Association.

The four supervisors are each supplied with a Corona typewriter to be used in making up their reports in the field, that they may leave the necessary reports with the Board of Education at the time the school is visited, and thus serve more promptly the interests of the schools.

The rural supervisors have kodaks for use in taking pictures of new school buildings, of special play-equipment, of improved conditions, and of any unusual or especially pleasing or helpful school activity which may be used in official publications.

A supply of slides of rural-school conditions and of features worthy of note or imitation has been frequently used by the supervisors to awaken a stronger interest in matters of improvement.

STATE READING CIRCLE.

The value of the State Teachers' Reading Circle books, as adopted each year, is increasing. Thousands of our teachers, especially in the rural schools, read these books as they are a great aid in the daily classroom work. They are also read for professional growth and as one of the requirements for the renewal of first grade and normal training certificates. At least 5,000 of these books are read annually.

NORMAL TRAINING.

The Normal Training department, has proved that preparation in high schools for teachers is practical. The teachers have usually shown that they have had valuable training, and many profitable methods have been introduced into rural and grade systems because of this particular opportunity provided by state and district.

In 1919 the number of juniors who wrote upon the examination was 2,053, and of seniors 1,572, totalling 3,625. Of the 1,572 seniors who applied for certificates, 1,205 passed with averages of 80% or higher and received certificates.

In 1920 the number of juniors who wrote upon the examination was 2,206 and seniors 1,736, totaling 3,942. Of this number 1,455 secured certificates with averages of 80% or higher.

A few schools have discontinued the work of the normal training course, but others have been anxious to take their places on the normal training list, so that the number of schools approved for normal training in 1919 was 246 with aid, and 28 without aid. The number approved for normal training in 1920 was 248 with aid, and 53 without aid, showing a net increase of 27 over the previous year.

The tendency of normal training graduates has been to pursue advanced training in normal schools, colleges, and universities. The continued success of the Normal Training Course will depend upon the general coöperation of all who have to do with the work and its support.

TEACHER-TRAINING.

No task is more worthy than that of adequately preparing teachers for the mighty work they are trying to do. But woe to the one who trains falsely!

The true Kansas spirit and purpose were expressed by the Board of Regents of one of our state schools in the report of the school sent to Governor Martin, as follows:

"The settled policy of the Board has been and is to confine the work of the school to thorough and systematic instruction in those branches required in the public schools of the State, together with the most approved methods in teaching and illustration. No set theory or machine method is practiced, but the individual talents of each student are strengthened, restrained, or developed, as seems requisite."

How much better for the preparation of our teachers is a school which has that ideal than a school which exploits fads, fancies and ultra theories!

Many of our schools, from the large city systems down to the one-teacher rural schools, are suffering from the over-head exploitation of theories. Many

supposed educational leaders gain much advertising by their vigorous exploitation of their schools in the application of new theories.

It does not require long search in the history of our public schools to find evidence of the harm done by attempts to follow fancies. One illustration will suffice here. Not many years ago, teachers all over the land, willingly or otherwise, tried vertical writing. Thousands of those who were caught in that cyclone of mushroom enthusiasm have lived to regret it.

More than a dozen fads and fancies have disturbed the schools during recent years, others are on trial now, and others will follow. In this process of trial, the helpless children suffer.

Theory, however, has a place and a valuable one in the work of education. But, it is a sad day for the children when their teachers attempt to apply



Salt City Business College, Hutchinson. Established in 1897.

theories without a practical knowledge of school work from the foundation up.

Some of the much advertised teacher-training schools of our country are noted for the ultra theorists they send out to control our public schools.

Teachers and school boards must keep eyes and ears open for things that are new, but in the meantime should hold fast to that which is good and true.

BUSINESS COLLEGES.

In 1918-'19 there were 27 Business Colleges doing excellent work.

In 1919-'20 there were 29 Business Colleges doing excellent work and sending hundreds of boys and girls into the business houses of our own state and elsewhere.

In addition to shorthand and typewriting, these schools are emphasizing essential work in other commercial subjects that their graduates may be able to do more than the mechanical part of office work.

Many of the Business Colleges are arranging their courses of study that legislative provision may be made for accrediting certain courses.

The enrollment reported for 1918-'19 was 7,500, and for 1919-'20, 7,573.

CONSOLIDATION OF SCHOOLS.

Since 1897 the statutes of Kansas have provided for the consolidation of rural schools. In spite of the difficulty of voting the proposition, the number of such schools has increased.



Primary building. Busses. New building. Holcomb Consolidated School.

The first consolidated school in the state was organized in Ellsworth county in 1898. At the time of the biennial report in 1918, one hundred nine such schools had been established combining nearly three hundred smaller schools. These schools are in forty-eight counties.

In the past two years consolidation has received an impetus such as has been unknown heretofore. This has been brought about largely by certain



Main building, Holcomb School. Size, 105 by 135 feet. Cost, \$110,000.

existing conditions such as better roads, easier and more comfortable transportation, the shortage of efficient teachers, small enrollments in the rural schools and the lack of interest in such schools.

The laws of the state provide for consolidation but do not compel it. Because of this and the natural antagonism of patrons to a change which to them seems radical, each consolidation must be worked out individually. Regardless of these conditions, a wave of interest in consolidation has swept the state

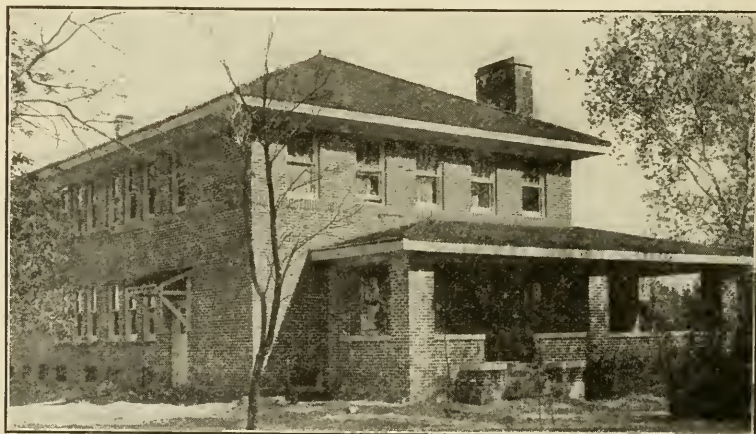
during the past two years. One of the largest consolidations in the U. S. has been established at Holcomb in Finney county.

This is a purely rural organization with the school located in Holcomb, a little village which has a population of less than a hundred.



Superintendent's Home, Holcomb School. An abandoned one-room building was moved in and remodeled, making a strictly modern cottage.

The district has an area of $122\frac{1}{4}$ sections with a valuation \$3,170,000. The enrollment to date is about 400. Of this number, thirty-eight are in high school, with four years of work being given.



The Teacherage, Holcomb. A modern thirteen-room home.

There is an agricultural department under the Smith-Hughes law, also a complete domestic science and domestic art department. The school is organized on the six-and-six plan with a junior high school doing departmental work.

There are departments of music and art in charge of capable supervisors, making sixteen in all.

The Holcomb plant is the largest and most fully equipped rural school in the state. No effort has been spared to make it complete in every detail.



Holcomb School. The garage; capacity, fourteen busses.

The proposition to consolidate certain school districts in and around Holcomb was submitted to the people January 6, 1920.

Three districts voted to consolidate including six one-room schools and Holcomb, a small graded school. District No. 6 had four one-room schools. Two of these, Ashgrove and Glendale, were standard schools. District No. 46

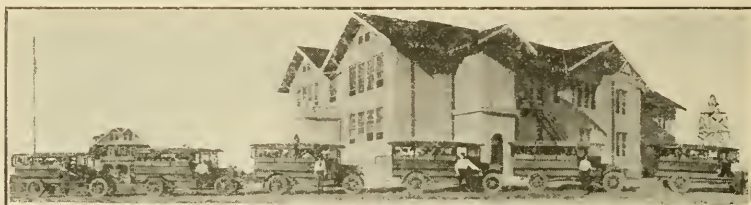


Ready to start to school. The first pupils in the bus on this route, Cimarron School.

had two one-room schools, while District No. 2, Holcomb, had three teachers and a small high school of ten pupils. Later one district which voted down the proposition, District No. 19, reconsidered and asked to be admitted to the consolidated school for one year on trial. They agreed to vote a tax of twelve mills, the money to be used by the consolidated school in order that their

pupils might be cared for equally with the Holcomb pupils. The plan proved satisfactory to the district and they will ultimately become a part of the consolidated district.

On January 22, 1920, the district was organized and a school board was elected. On March 6th, bonds were voted to the amount of \$125,000 for build-



Teacherage. Busses. School Building.

Cimarron Consolidated School, Gray County. The area of the district is 337 sections; valuation, \$2,900,428. Eight busses transport 150 children.

ings and equipment. On October 30th, \$50,000 in additional bonds were voted to complete the plant and equipment.

The school plant consists of six buildings. The main building, 105 by 135 feet, cost \$110,000. It contains seventeen recitation rooms, study hall and library, three officers, a combined auditorium-gymnasium 52 by 70 feet, with shower baths. The building formerly used by the Holcomb school, a modern six-room building with gymnasium, is now used as a Primary Department, where the first three grades are located. The teacherage has thirteen rooms for lady teachers, living-room, library, large dining room, kitchen, pantry, two

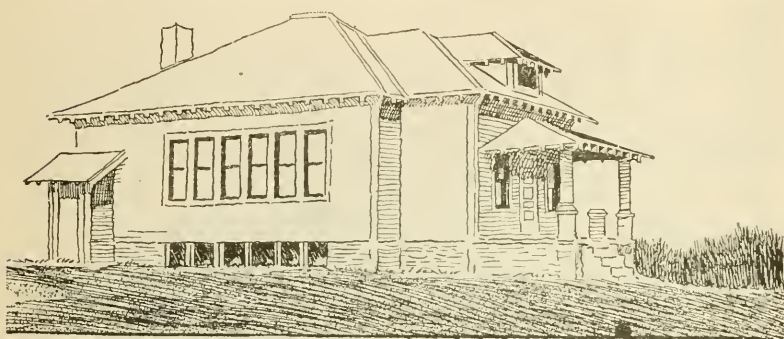


The Teacherage. Cimarron Consolidated School.

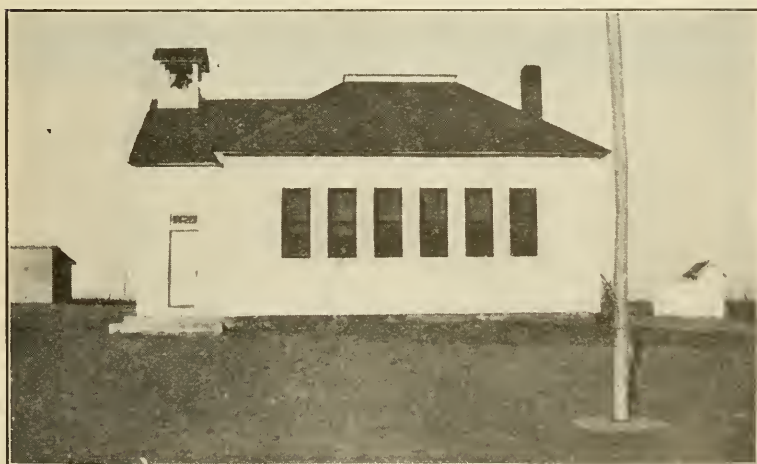
bath-rooms, a full basement containing furnace room, storage and trunk room, laundry with stationary tubs, and a coal storage room. This building cost \$20,000 and is modern in every particular. A superintendent's home and a cottage for the teacher of agriculture are also modern. The garage cost \$4,000 and has a capacity for storing fourteen auto-busses, ten of which are now in use. A school farm of twelve acres with a pumping plant fully equipped for irrigation completes the plant.



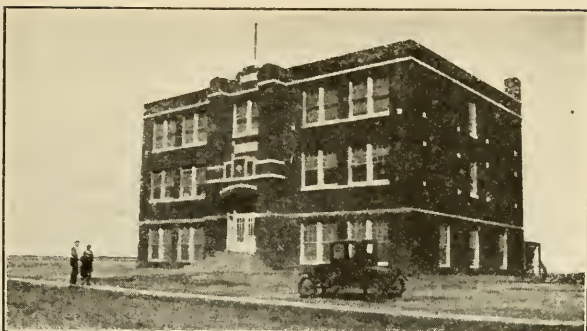
Ingalls Consolidated School. Children and busses. This district includes sixty-four sections of land, transports ninety pupils in four busses and employs nine teachers.



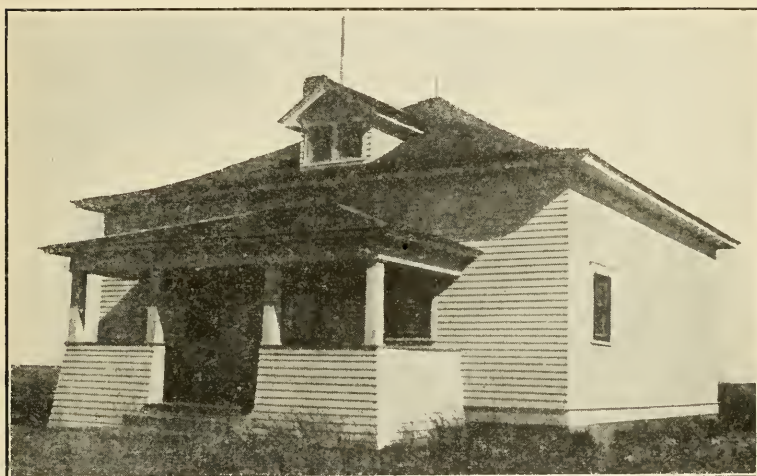
"Modern Rural School." Washington, District No. 32, Anderson County.



Rice School, Cloud County.



Zenda, Kingman County. Rural high school and grades.



District No. 48, Thomas County.

REPORT OF RURAL-SCHOOL SUPERVISORS.

This is a report of the two Rural-School Supervisors for the two school years of 1918-'19 and 1919-'20. Owing to a prevalence of the influenza epidemic and the consequent closing of the schools during the most favorable weather for rural visitation in the fall of 1918 and again owing to the long period of impassable roads in the spring of 1919, fewer school visits were made by the rural supervisors during the year 1918-'19 than during any other year since the standardization movement was inaugurated. Similar conditions during the year 1919-'20 not only retarded the visitation work but were a real hindrance to general rural-school improvement.

In 1918 sixty-two counties were reached, four hundred forty-six schools visited, including six hundred twelve teachers. This included a number of visits to schools already on the "standard" list. In 1919-'20 the supervisors went into eighty-three of the one hundred five counties and visited five hundred ten schools, including seven hundred four teachers.

One hundred sixteen schools were added to the approved list in 1918-'19, sixty-eight were added in 1919-'20, making on June 30, 1920, a total of six hundred seventy-seven standard rural schools, twenty-five standard rural grade schools, and sixteen superior schools. In justice to all concerned it should be stated here that the high cost of materials and equipment, and the high cost and scarcity of labor during this period greatly retarded the improvement necessary to meet the requirements for a standard school.

However, the plan of standardization of rural schools has become sufficiently well established over the state that the policy of the department during the year 1919-'20 and since has not been so much the completion of the better schools for standardization as it has been to improve the poorest schools. Believing that a chain is as strong as its weakest link, the supervisors since July 1, 1919, were sent first into the counties which had few or no standard schools. In these counties they spent as much or more time in the poorer schools for their betterment than in those which were better and required less work. In other words the policy is, first, to see that all schools meet certain minimum requirements as to buildings and equipment in compliance with the law; second, that the better schools be made "Standard" or "Superior" at the earliest convenience.

Because the classification known as a Standard Grade School has been created more recently not so many schools have been recognized as such. The interest in this group has developed quite markedly and all schools of two or more teachers are being encouraged to meet the standard grade requirements of either Class A or Class B. Schools meeting these requirements are now found in sixteen counties.

The present tendency is toward consolidation. In most cases the natural center for such a movement is the graded school of a community. This being the case it would seem advisable that all graded schools meet the requirements and be approved as standard, thus making them more acceptable as centers when the movement reaches their community.

Because of the influence that radiates from a school which has met the requirements, the supervisors adopted the slogan, "A Standard School In Every County." In spite of the unusually high cost of materials and equipment, the delay in transportation, and the scarcity and high cost of labor in the last two years, there are but fifteen counties that as yet have not a standard school. These fifteen counties were visited by the supervisors as late as during the year 1919-'20. In some of these counties large consolidation projects are being developed which will decrease the number of small one-room rural schools and substitute for them the more efficient graded school. In many counties and in many localities standardization is the important rural needed improvement.

The plan of standardization of rural and graded schools has been invaluable in raising the standard of the elementary schools of the state. A school to be strong or to be standard must have first a standard teacher. The present re-

quirements prohibit in a standard school any certificate lower than a second grade. During the war period when teachers were unusually scarce it was somewhat difficult to maintain even this standard. It will be the policy in the near future to require not only better certification but also more training experience for the teacher of a standard school.

This will necessitate better salaries. The report of standard schools included herein will show the average salary per county during the past two years. The standard schools are paying higher salaries.

Under the plan of standardization the type of buildings has improved. Instead of the unattractive, inefficient box model, the new buildings have modern plans employing in most cases finished basements, modern light, heat and ventilation systems, and often indoor chemical systems of toilets.

Building plans for one and two-room schools showing the possibility of the installation of indoor toilets may be secured from the office upon request. The blue prints and specifications for these plans are furnished to the districts without cost. They are to be used merely as suggestions in developing detailed working plans suited to local needs.

STANDARD AND SUPERIOR SCHOOLS TO JUNE 30, 1920.

<i>County.</i>	<i>Standard Rural.</i>	<i>Standard Grade.</i>	<i>Superior.</i>	<i>Total.</i>
Allen	8	1	1	10
Anderson	12	..	..	12
Barber	8	..	..	8
Barton	2	..	..	2
Bourbon	4	..	..	4
Brown	36	1	4	41
Butler	4	..	..	4
Chase	4	..	..	4
Chautauqua	2	..	..	2
Cherokee	2	..	..	2
Clark	4	..	..	4
Clay	2	..	..	2
Cloud	9	..	..	9
Coffey	5	..	..	5
Comanche	5	..	..	5
Cowley	7	..	..	7
Crawford	2	..	..	2
Dickinson	10	..	..	10
Doniphan	6	1	..	7
Douglas	18	..	1	19
Edwards	8	..	..	8
Elk	2	..	..	2
Ellis	2	..	..	2
Ellsworth	1	..	..	1
Finney	10	1	..	13
Ford	9	..	1	10
Franklin	20	..	..	20
Geary	3	..	..	3
Gove	4	..	..	4
Graham	2	..	..	2
Greeley .....	..	1	..	1
Greenwood	3	1	..	4
Hamilton	1	1	..	2
Harper	5	..	..	5
Harvey	11	..	..	11
Haskell	1	..	..	1
Hodgeman	1	..	..	1
Jackson	18	3	1	22
Jefferson	3	..	..	3
Jewell	12	..	..	12
Johnson	12	5	..	17
Kingman	1	..	..	1
Kiowa	15	..	..	15
Labette	1	..	..	1
Leavenworth	1	..	..	1
Lincoln	5	..	..	5
Linn	2	..	..	2

<i>County.</i>	<i>Standard Rural.</i>	<i>Standard Grade.</i>	<i>Superior.</i>	<i>Total.</i>
Lyon	8	..	..	8
Marion	10	..	..	10
Marshall	9	..	1	10
McPherson	36	..	..	36
Meade	2	..	..	2
Miami	13	3	..	16
Mitchell	3	1	..	4
Montgomery	13	..	1	14
Morris	17	1	..	18
Nemaha	2	..	..	2
Neosho	1	..	..	1
Norton	4	..	..	4
Osage	3	..	..	3
Osborne	4	..	..	4
Ottawa	6	..	..	6
Pawnee	13	..	1	14
Phillips	2	..	..	2
Pottawatomie	11	..	..	11
Pratt	3	2	..	5
Rawlins	2	1	..	3
Reno	54	..	..	54
Republic	12	1	1	14
Rice	32	..	2	34
Riley	9	..	..	9
Russell	3	..	..	3
Saline	6	..	1	7
Sedgwick	9	..	..	9
Shawnee	9	..	..	9
Smith	2	..	..	2
Stafford	18	..	..	18
Sumner	10	..	..	10
Thomas	1	..	..	1
Trego	3	..	..	3
Wabauisee	8	..	..	8
Wallace .....	..	1	..	1
Washington	2	..	..	2
Wichita	1	..	..	1
Wilson	2	..	1	3
Woodson	5	..	..	5
Wyandotte	2	..	..	2
				<hr/>
				653 25 16 694

STANDARDIZATION OF RURAL AND GRADE SCHOOLS.

I. PLAN.

1. STANDARD RURAL SCHOOL.

This classification may be given to any school employing not more than three teachers, in which no high-school work is done, provided the prescribed requirements are met.

2. STANDARD GRADE SCHOOL.

This classification may be given to any school under the supervision of the county superintendent, employing not fewer than two teachers in the grades and maintaining a nine-month term, provided the prescribed requirements are met.

3. SUPERIOR SCHOOL.

This additional recognition may be given to any Standard Rural School that meets the superior requirements.

A certificate will be granted by the State Board of Education showing the classification of each approved school, and a "Standard School" or "Superior School" plate will be placed above the door of each school so recognized.

II. REQUIREMENTS.

1. STANDARD RURAL SCHOOL.

Yard and Outbuildings.

1. School grounds at least one acre, and kept in good condition.
2. Good approaches to the house.
3. Trees and shrubs, where climatic conditions will permit.
4. Two well kept, widely separated outhouses.
5. Convenient fuel house properly located.
6. Well, where possible.

The Schoolhouse.

1. House well built, in good repair, and painted.
2. Good foundation.
3. Well lighted and giving sunshine. Light from at least two sides, left and rear, and permitting sunshine from at least one side.
4. Each room well ventilated.
5. Adjustable window shades.
6. Suitable cloak-rooms for boys and girls.
7. Attractive interior decorations.
8. Good blackboards (slate preferred), set about 26 inches from floor.
9. Heated by a room heater with ventilator properly placed or by basement furnace which provides for proper ventilation.
10. Floor and interior clean and tidy.

Furnishings and Supplies.

1. Desks suitable for children of all ages, and properly placed.
2. Good teacher's desk and chair.
3. Satisfactory bookcase.
4. A good collection of juvenile books suitable as aids to school work as well as general reading.
5. Primary reading chart.
6. A Bible, set of good maps, a globe, and a dictionary.
7. Sanitary water supply provided by the district board, thermometer, sweeping preparation.
8. Sand table.
9. Educational journals.
10. Standard flag, properly displayed.

The Organization.

1. School well organized.
2. Classification and daily register well kept.
3. Definite daily program.
4. Attendance regular and punctual.
5. Discipline good.

The Teacher.

1. Must hold a state certificate, a first-grade county certificate, a normal-training certificate, or must at least hold a second-grade certificate, and be a graduate of a four-year high school.
2. Must receive at least the average salary of the county, and in no case less than \$60 per month.
3. Ranked by the county superintendent as a good or superior teacher.
4. Must read Teachers' Reading Circle books, attend institutes and associations, and in other respects show a proper professional spirit.

2. STANDARD GRADE SCHOOL.

Class A.

1. School term of nine months.
2. At least four teachers giving full time to grade work, with adequate provision for supervision of the work in the grades.
3. A standard of qualifications for teachers not lower than is required for any other type of standard school. The primary teacher should have special preparation for primary work. Tenure of teacher and quality of work to be considered.
4. Building and equipment comparable to that required in an accredited high school. Proper lighting (permitting sunshine from at least one side), heating, and ventilation, sanitary drinking and toilet facilities, and general cleanliness are essential. Provision for competent janitor service.
5. A library chosen with consideration for the needs of the pupils in the several grades. There should be a minimum of at least fifty volumes for each room, and it should be the policy of the school to make additions each year. The library should contain supplementary and reference books as well as books for general reading.

6. Single desks of proper size. If desks are not adjustable there should be at least two sizes in each room.
7. Teaching equipment essential to work of the highest order, including Bible, maps, globes, dictionaries, weights and measures, sand tables, Primary Reading chart and other primary supplies, flag. All equipment to be of standard quality.
8. Provision for systematic instruction in all the subjects outlined in the State Course of Study for Elementary Schools. Each teacher shall have a definite daily program of study and recitation. Credit will be given for supervised teaching of special subjects, such as music, drawing, manual training, domestic science, etc.
9. The physical education of the pupils should receive proper attention. The teaching of hygiene with special reference to the effects of alcohol and narcotics upon the human system should be very practical in its nature, there should be daily corrective or preventive calisthenics or gymnastic exercises, and the school should have ample playground facilities. School sanitation should be taught in a practical way.
10. Good school spirit and community interest. The attitude of pupils toward their work, and the attitude of the community toward the school and its interests are vital elements in the success or failure of any school. For that reason the spirit of the school itself and the support given it by the community will be given considerable weight in determining the rating of the school.

Class B.

Schools maintaining a nine-month term and employing two or more teachers in the grades, if unable to meet fully the requirements for a Class A school, may be given a rating in Class B.

To qualify for this classification a school should approximate as closely as possible the requirements for a Class A school, and should in no case fall below the requirements for a Standard Rural School.

3. SUPERIOR SCHOOL.

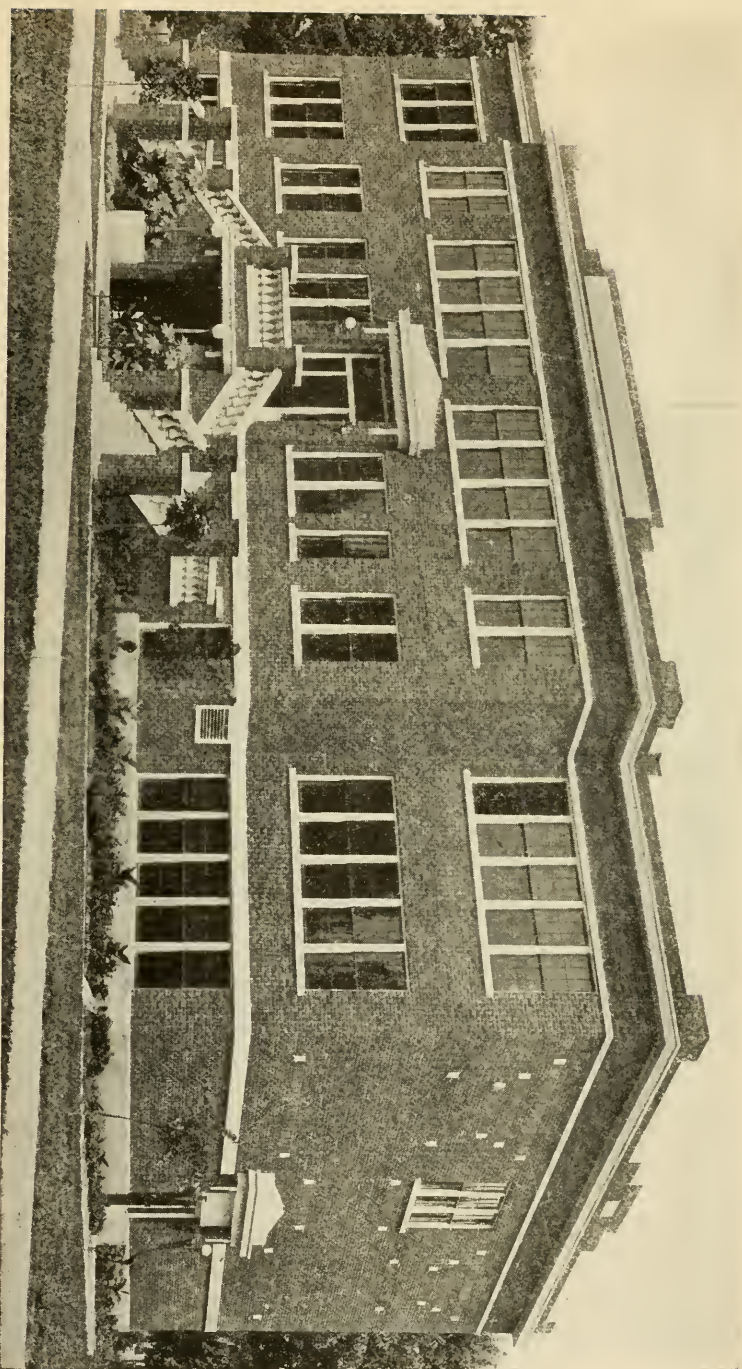
The Superior School must meet all the requirements for a Standard Rural School with the following additions and modifications:

1. A schoolhouse of wholly approved architectural type, modern in all its appointments. (Points to be especially noted: Well-lighted and giving sunshine; light from at least two sides, left and rear; proper heating and ventilation, cloak rooms, work room, inclosed cupboards, good walks; building and premises in best condition.)
2. Single desks of at least four sizes, or adjustable desks of three sizes, properly placed.
3. A Bible and library of at least 100 volumes of unquestionable quality, with at least ten selected for each grade. It is expected that additions will be made to the library each year. (See Reading Circle list.)
4. A good musical instrument. (Piano, organ, or victrola.)
5. Other specified equipment: A set of eight or nine wall maps, suspension globe, one large dictionary and from three to six hand dictionaries, equipment for manual training and domestic science, superior type of bubbler drinking fountain, and a reasonable amount of playground equipment. (At least three of the following: Swings, teeters, basket ball, volley ball, turning bars, giant stride, slide, or similar apparatus.)
6. Some systematic attention given to the teaching of manual training, home economics, or general handiwork.
7. Practical applications of the principles of school hygiene and sanitation. The following are mentioned as desirable school health activities: Simple eye and ear tests, keeping of height and weight measurements, serving of hot lunches, formation of good health habits and habits of personal cleanliness (morning inspection), junior health officer, corrective calisthenics or gymnastic exercises, organizations of boys and girls tending to promote health conditions, such as boy scouts, camp-fire girls, little mothers' league, etc. While it is not expected that every teacher will be able to develop all these lines of activity, these suggestions will indicate where emphasis should be placed and the kind of health teaching that is desired.

8. A superior teacher holding a state certificate, a first-grade county certificate, or a normal-training certificate. (Quality of work and tenure of teacher are given consideration.)
9. School term of not less than eight months, and salary not less than \$70.00 per month.
10. Enrollment not fewer than ten pupils, with high per cent of attendance and no habitual tardiness.
11. Strong supporting community interest.



Diamond Valley Rural High School, Burdick, Morris County. The building was completed at the cost of \$65,000. A steam heating system and an electric lighting system of the school's own are installed. The water supply is complete with bubbling fountains, and hot and cold water for laboratories, lavatories, shower baths and toilets. This is a purely rural community school. The district has an area of over seventy sections, with a valuation of \$3,000,000.



RURAL HIGH SCHOOL, ASSARIA.

This is one of the most complete rural high schools in the state in structure and equipment. An item of unusual interest is the advantageous location of the building in its natural setting of trees. It is apparent that successful efforts have been made to beautify the grounds with trees, shrubs and flowers.

TABLE SHOWING LENGTH OF TERM IN MONTHS, NUMBER OF TEACHERS, AVERAGE ENROLLMENT, AVERAGE SALARY, AND NUMBER OF DISTRICTS HAVING STANDARD SCHOOLS.

COUNTIES.	Length of term in months.			Number of teachers.		Average enrollment.		Average salary.		Standardized schools indicated by numbers.
	Months, 7.	Months, 8.	Months, 9.	One- teacher schools.	Two- (or more) teacher schools.	One-room schools.	Two- (or more) room schools.	One-room schools.	Two- (or more) room schools.	
Allen.....	2	6	2	7	8	26	44	\$709.71	\$926.22	5, 7, 8, 12, 17, 34, 41, 54, 69, 80.
Anderson.....	2	9	1	11	2	24	19	474.00	765.95	3, 8, 19, 24, 31, 26, 37, 40, 52, 56, 78, 82, 86.
Atchison.....	3	9	1	8	6	32	35	658.00	780.00	6, 10, 15, 32, 45, 48, 55, 56, 59, 66.
Barber.....	3	4	2	7	6	14	26	686.00	787.00	4, 15, 16, 51, 59, 80, 81, 87, 94.
Barton.....	1	4	.....	2	.....	21	.....	619.00	.....	4, 11.
Bourbon.....	1	3	.....	4	.....	26	.....	534.00	.....	7, 52, 69, 73.
Brown.....	5	33	1	38	6	28	27	751.00	777.00	1, 31, 1, 2, 6, 9, 15, 16, 20, 1-2, 4-6-8-9, 30, 1-2, 3-5-6, 43-5-6-8-9, 53-5-6-7-8-9, 63-4-7-9, 74-5-6-8.
Butler.....	.....	3	.....	3	.....	18	.....	707.00	.....	50, 62, 71, 159.
Chase.....	.....	4	.....	3	2	30	18	662.00	.....	8, 9, 11, 38.
Chautauqua.....	.....	1	1	2	.....	27	.....	858.00	.....	U. 1, 86.
Cherokee.....	.....	2	.....	1	2	39	40	378.00	844.00	5, 82.
Cheyenne.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clark.....	1	2	1	4	.....	20	.....	705.00	.....	U. 3, 6, 9, 10.
Clay.....	.....	7	.....	2	2	13	.....	570.00	.....	14, 37.
Cloud.....	2	7	.....	9	.....	19	.....	595.00	.....	8, 13, 21, 34, 43, 52, 58, 61, 101.
Coffey.....	3	2	.....	3	4	30	25	561.00	718.00	46, 64, 80, 86, 94.
Conauche.....	2	3	.....	5	.....	19	.....	653.00	.....	5, 14, 33, 35, 47.
Cowley.....	2	4	1	7	.....	20	.....	715.00	.....	1, 12, 16, 36, 48, 96, 146.
Crawford.....	1	1	.....	2	.....	28	.....	544.00	.....	15, 51.
Decatur.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dickinson.....	7	1	2	5	13	30	27	570.00	853.00	1, U. 1, 9, 19, 39, 44, 48, 49, 68, 98.
Doniphan.....	1	5	1	5	4	28	31	671.00	611.00	8, 14, 37, 39, 48, 59, 67.
Douglas.....	3	16	.....	19	.....	24	.....	589.00	.....	9, 12, 14, 15, 16, 20, 25, 33, 42, 4, 9, 53, 4-6-8, 61-9, 83.
Edwards.....	5	3	3	5	6	14	23	642.00	796.00	2, 3, 7, 11, 18, 31, 24, 33, 43.
Ellis.....	2	.....	.....	2	.....	19	.....	542.00	.....	21, 68.
Ellsworth.....	1	1	.....	2	.....	17	.....	470.00	.....	12, 45.
Finney.....	2	6	3	9	7	14	24	560.00	45.	45.
Ford.....	2	4	1	10	3	17	16	607.00	1,493.00	2, 5, 6 (Ashgrove), 6 (Glendale), 12, 19, 21, 22, 31, 51, 60, 75, 77.
Franklin.....	3	15	2	18	4	27	28	674.00	525.00	4, 18, 25, 34, 50, 56, 59, 60, 63, 18 (Howell).
Geary.....	.....	.....	.....	.....	.....	.....	.....	645.00	677.00	2, 3, 6, 13, 14, 17, 25, 32-3-5-8, 40-1-6, 55, 65, 76, 87, 89, 99.
Gove.....	2	1	.....	2	2	16	25	438.00	473.00	7, 34, 60.
Graham.....	1	1	.....	2	.....	13	.....	500.00	1, 71.	.....

[illegible]

TABLE SHOWING LENGTH OF TERM IN MONTHS, NUMBER OF TEACHERS, AVERAGE ENROLLMENT, AVERAGE SALARY, AND NUMBER OF DISTRICTS HAVING STANDARD SCHOOLS.—CONCLUDED.

COUNTIES.	Length of term in months.			Number of teachers.		Average enrollment.		Average salary.		Standardized schools indicated by numbers.
	Months, 7.	Months, 8.	Months, 9.	One- teacher schools.	Two- (or more) teacher schools.	One-room schools.	Two- (or more) room schools.	One-room schools.	Two- (or more) room schools.	
Reno.....	30	16	8	43	34	26	30	624 00	769 00	2, 3, U. 5, 8, 10, 12, 14, 20-2-3-6-8, 31-6-8-9, 41-5-8, 52-5-7-8, 61-2-4-5, 72-4-7, 94-7-9, 100-1-11-12, 13-16-17, 120-21-26-27-28, 131-32-33-35-36, 141-43-49, 150, 160.
Republic.....	4	11	1	15	2	17	35	492 00	875 00	24, 32, 41-5-9, 52, 56, 60, 75, 82-4-7-8, 92, 96, 113.
Rice.....	13	20	1	28	15	16	22	605 00	793 00	U. 2, U. 4, 5, 6, 10, 11, 13, 17, 19, 20-2, 31-2-3-4-8, 41-3-5-6, 50-7, 75-6-7, 80-6-8, 94-5-8, 100-1-3, 1, 7, 12, 14, 17, 20, 42, 43, 80.
Riley.....	1	7	1	5	8	13	18	657 00	772 00	
Rooks.....										
Rush.....										
Russell.....	1	2		3		26		665 00		9, 42, 69.
Saline.....	2	5		5	5	21	18	628 00	699 00	19, 20, 45, 62-4-9, 79.
Scott.....										
Sedgwick.....		7	2	6	6	23	20	710 00	710 00	5, 14, 38, 58, 61, Jt. 68, 98, 124, 164.
Seward.....		4	4	1	18	7	31	644 00	859 00	1, 33, 42-3-7, 53, 59, 87, 88.
Sheridan.....										
Sherman.....										
Smith.....	2		2	2		20		563 00		42, 46.
Stafford.....	6	10	2	14	8	23	22	690 00	765 00	6, 10, 11, 16, 28, 32, 33, 40-1-2-8, 50, 62, 65, 72, 91-3-6.
Stanton.....										
Stevens.....										
Sumner.....	4	6		9	2	20	26	606 00	680 00	27, 46, 68, 72, 81, 110, 111, 116, 168, 180.
Thomas.....			1	1		18		540 00		84.
Trego.....	2	1		3		28		517 00		14, 32, 34.
Wabanssee.....	3	5		8		20		579 00		3, 13, 15, 22-6-9, 66, 71.
Wallace.....			1		5		38	574 00		2.
Washington.....		2		2		33		621 00		Jt. 1 (R. & W.), Jt. 2 (C. & W.).
Wichita.....	1			1		7		493 00		3.
Wilson.....		3		2	2	21	30	640 00	892 00	21, 25, 33.
Woodson.....	2	5		5		21		553 00		15, 16, 17, 37, 52.
Wyandotte.....		1	1	1	4	24	36	480 00	824 00	10, 34.

REPORT OF HIGH SCHOOL SUPERVISION.

The High Schools of the State are supervised by two High School Supervisors under the direction of the State Superintendent of Public Instruction.

Each High School in the state is visited at least once in two years. Report of the visitation is first made to the local Board of Education and Superintendent, and second, a report with recommendation for approval, or accreditation is made to the State Board of Education.

During the school year of 1918-'19 a great many of the high schools were closed on account of the prevalence of influenza. However, 121 high schools in the State were visited during the year. Most of the visits were in the western part of the State.

In 1919-'20, 360 High Schools were visited.

The following statistics show somewhat in detail the work of the Supervisors:

VISITATION WORK BY THE HIGH SCHOOL SUPERVISORS.

For the year 1918-1919.

Number of schools visited	121
Number of schools recommended for accrediting:	
Class A	88
Class B	81
Class C	90
Class D	197
Total	456
Number of schools recommended for approval:	
For a three-year course.....	15
For a two-year course.....	28
For a one-year course.....	2
Total	45
Number of private schools recommended for accrediting.....	27

For the year 1919-1920.

Number of schools visited.....	360
Number of schools recommended for accrediting:	
Class A	94
Class B	81
Class C	100
Class D	231
Total	506
Number of schools recommended for approval:	
For a three-year course.....	13
For a two-year course.....	28
For a one-year course.....	2
Total	43
Number of private schools recommended for accrediting.....	27

THE ACCREDITING OF HIGH SCHOOLS.

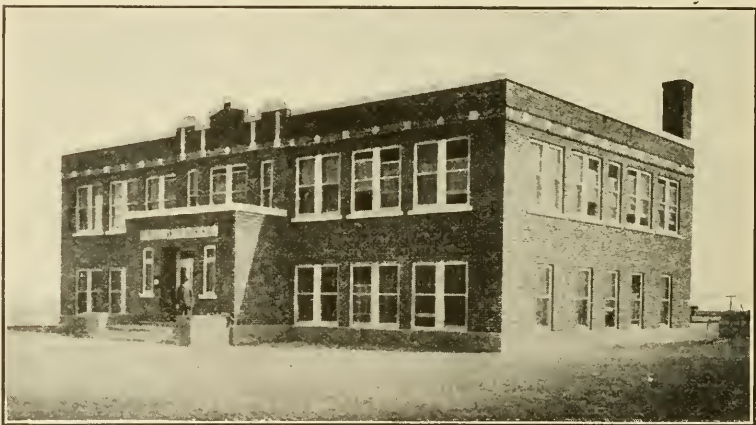
By legislative enactment in 1915, the responsibility for the standardization and accrediting of High Schools was given to the State Department of Public Instruction.

During these five years of supervision, there has been a decided increase in the number of schools offering High School courses. Many new modern high-school buildings, well equipped with libraries, laboratories for science

and manual arts, and gymnasiums for physical training work, have been built.

The reports of 1920 show an increase over 1915 of 119 four-year accredited schools, 16 approved schools for a two-year course and 7 private academies accredited but not classified. This makes a total increase of 142 accredited and approved schools in the five years. Of these 119 accredited high schools, 50 were placed on the accredited list of 1919-1920.

If the work of supervision is to accomplish definite results which are worth while, and thus justify the State in the expenditure of funds for this purpose, such supervision should be characterized primarily by a spirit of helpfulness. The majority of people wish good schools and are very willing to provide the



Copeland Rural High School. The building is of tile and brick, and was erected in 1919 at a cost of \$24,000. It has its own electric lighting system, is heated by steam, and has a pressure tank water system. The community uses the building as a neighborhood center.

necessary funds for their proper maintenance. It is therefore not so much a question of dictation as to the standard requirements that must be met in order that the school may be placed upon the accredited list, or if already on the list, that it may continue upon the list, as it is the emphasizing the conditions which are very necessary for the maintenance of a good school.

In determining the standing of a school, certain definite standards are necessary, such as a modern building with proper lighting and heating; a sufficient number of well-qualified teachers; a Bible and a well-selected library, and adequate laboratories, and a well-arranged course of study suited to the needs of the pupils. These are essential to good school conditions, but of greater significance than any of these standards is the spirit of the school and of the community back of the school.

In their preparation and effort to secure accredited High Schools many School Boards and Superintendents fail to realize that primary and elementary children are to be their pupils later on, and often place these children in basements and other undesirable schoolrooms. Frequently they crowd large num-

bers of children into small rooms, poorly lighted, improperly ventilated, poorly equipped, dingy and unsanitary, forcing underpaid or poorly-prepared teachers to care for them as best they can, resulting in unsatisfactory work, defective eyesight, and weak bodies.

Yet at the same time these officials frequently spend thousands of dollars on palatial High School buildings and massive auditoriums, with elaborate and costly high-school apparatus and equipment, for rooms which are used but little and then part time only for but a few pupils. This is unjust.

Since the future of the high school must depend on the physical and mental development of these primary and elementary children, this Department is not now accrediting and will not in the future accredit or permit to remain on the accredited list any High School in which city pupils of the primary and elementary grades are not properly cared for.

The students that come out of our high schools are the product of the schools, and if the product is not of the right type, if these boys and girls do not represent the best of young manhood and young womanhood of our Republic, the schools are largely a failure, and the spending of money for school buildings and equipment and teachers and courses of study is a waste of public funds.

The following are the standards governing the accrediting and the approval of high schools.

STANDARDS FOR ACCREDITED HIGH SCHOOLS.

1. BUILDING AND EQUIPMENT.

The building should permit sunshine, be well lighted from two sides, left and rear, and properly heated and ventilated. It should be clean, comfortable, and attractive. The location, toilet facilities, water supply, and other hygienic conditions should be such as to insure the health of pupils and teachers.

Ample room should be provided for carrying on the work of the school, and the various rooms should be designed and equipped to serve certain specific purposes. Each recitation room should be seated with clean, comfortable single desks, or desk-arm chairs, and should be provided with the necessary maps, charts, reference books, and other appliances likely to be needed in conducting the recitations to be held in that particular room.

Where commercial work is offered, one room, at least, should be seated with regulation commercial desks.

In the science recitation room there should be a demonstration desk for the use of the science teacher.

The laboratory should be equipped with regulation laboratory tables and chairs and with cases in which to keep apparatus and supplies under lock and key. Apparatus and chemicals should be kept in separate cases. Where a supply is available the laboratory should be supplied with water, gas, and electricity. A sufficient amount of apparatus should be provided to enable the students to work individually or in pairs and to carry out the work required in a laboratory science.

The library should consist of carefully chosen books of reference and supplementary readings upon the various departments of high-school work. It should be so located as to be most convenient to the study room, and a card index is indispensable for the best results. A first-class encyclopedia is a prime requisite in any reference library.

2. COURSE OF STUDY AND DAILY PROGRAM.

There must be a definite course of study, approved by the State Board of Education, showing what subjects are taught each year and what subjects are open to the students of the various classes—freshman, sophomore, junior, and senior; and each student should be required to select his subjects from the list of subjects offered to the students.

The course of study should not offer more work than can be taught by the teachers

employed, and it should be reasonably permanent and not subject to complete annual revision.

The daily program should be so arranged as to avoid conflicts in the necessary subjects offered to the same student.

3. TEACHERS.

Each teacher should be selected with reference to his or her ability to teach one or more subjects in the course of study.

All teachers should be well qualified; that is, they should be graduates of standard institutions of collegiate rank requiring the completion of a four-year course of 120 semester hours in advance of a standard four-year high-school course; or they should be qualified by long experience and successful teaching. In every case the teacher must hold a certificate valid for teaching in high schools and granted by the Kansas State Board of Education, or by one of the Kansas State Normal Schools.

No teacher should be required to conduct more than thirty-five classroom exercises or recitations a week, and in the case of the English and science department, where much time must be given to the correction of themes and notebooks and to the supervision of laboratory work, a maximum of twenty-five weekly recitations is recommended.

Thirty-five periods a week, including recitations, laboratory, study periods, and all other work, should be the maximum for any teacher.

Superintendents and principals should be given sufficient time to visit the various grades or departments for purposes of supervision. It is not the part of either efficiency or economy to employ a superintendent or principal and pay a salary commensurate with the office and then make of him a mere classroom teacher with no opportunity to perform the necessary duties of his office.

4. CREDITS FOR GRADUATION.

No school shall be accredited which does not require at least fifteen units for graduation. Sixteen units are recommended.

A unit is understood to mean the credit given for the satisfactory completion of the study of any subject requiring preparation outside of the recitation, with five recitations a week for a full school year.

In the case of scientific branches requiring laboratory practice there shall be not less than two double periods of laboratory practice each week.

In penmanship, typewriting, manual training, sewing, cooking, drawing, music, and other subjects not requiring study and preparation for a recitation, a unit of credit requires a course of daily exercises, with double periods, extending through the year.

5. NORMAL AMOUNT OF WORK.

The normal amount of work to be carried in any year by any student is understood to be four subjects, and more than this should be discouraged.

6. ADMISSION AND ADVANCED CREDIT.

Students should be admitted to the high school only on the completion of the work of the elementary grades of a city school system, on graduation from the rural schools, as evidenced by a certificate or diploma issued by the county superintendent, or on the satisfactory passing of an equivalent examination.

High-school credit work done in other schools should be given only on examination or on a transcript from an accredited or an approved high school; and any school accepting without examination the work done in other than approved or accredited high schools will be regarded as making its own the standards of such schools, and this will be considered in determining its rating.

7. LENGTH OF SCHOOL YEAR.

The school year should be at least thirty-six weeks in length, and no school will be accredited in which the school year is shorter than this.

8. RECITATION PERIODS.

The recitation period should be arranged as best suited to the needs of the pupils. Laboratory periods and periods devoted to typewriting, manual training, domestic science, domestic art, drawing, and other subjects not requiring preparation for a recitation, should be double periods.

9. SIZE OF CLASSES.

Classes should not be excessive in size. Twenty to twenty-five pupils is recommended. In manual training, domestic science and art, and in laboratory sections twenty pupils is recommended.

10. NUMBER OF TEACHERS.

In order that a school may be accredited there should be at least two teachers who devote their entire time to the high school. Where it is possible, a minimum of three teachers for the high school is recommended.

11. SUPPORT BY THE COMMUNITY.

In determining the rating to be given the school, attention will be given to the interest of the patrons in the school as evidenced by the financial support given, the disposition to improve educational conditions, the policy of retaining teachers through a period of years rather than making frequent changes, and by the general spirit of educational progress.

12. SPIRIT OF THE SCHOOL.

The efficiency of classroom instruction, the guiding and directing of study, the attitude of the students towards their work, their enthusiasm and seriousness of purpose, or lack of the same, their willingness to do thoroughgoing, painstaking hard work rather than to follow lines of least resistance, their courtesy, or lack of the same, toward each other and toward their teachers, their manners, and the general intellectual and moral tone of the school, are factors of the highest importance and will be given special consideration in determining the rating of the school.

LIST OF ACCREDITED AND APPROVED HIGH SCHOOLS.

The following is a list of the high schools accredited, or approved, for the year 1919-'20, the classification being based on the standards for accredited and approved high schools, adopted by the State Board of Education.

Accredited.

CLASS A.

Abilene.	Dodge City.	Iola.	Osborne.
Alma.	Downs.	Junction City.	Ottawa.
Anthony.	Effingham.	Kansas City.	Paola.
Arkansas City.	(Atchison Co.)	(Argentine High.)	Parsons.
Ashland.	El Dorado.	(Central High.)	Peabody.
Atchison.	Ellis.	(Sumner High.)	Pittsburg.
Augusta.	Ellsworth.	Kingman.	Phillipsburg.
Baxter Springs.	Emporia.	Kinsley.	Pratt.
Belleville.	Eureka.	Kiowa.	Rosedale.
Beloit.	Fort Scott.	La Crosse.	Russell.
Belle Plaine.	Frankfort.	Larned.	Sabetha.
Bonner Springs.	Fredonia.	Lawrence.	Salina.
Bucklin.	Galena.	Leavenworth.	Sedan.
Burlington.	Garden City.	Lindsborg.	Seneca.
Caldwell.	Garnett.	Lyons.	Smith Center.
Chanute.	Girard.	Manhattan.	Stafford.
Chapman.	Goodland.	Mankato.	St. Francis.
(Dickinson Co.)	(Sherman Co.)	Marion.	(Cheyenne Co.)
Cherokee.	Great Bend.	Marysville.	St. John.
(Crawford Co.)	Greensburg.	McPherson.	Syracuse.
Cherryvale.	(Kiowa Co.)	Medicine Lodge.	Topeka.
Cimarron.	Halstead.	Minneapolis.	Valley Falls.
Clay Center.	Harper.	Mulvane.	Wa Keeney.
(Clay Co.)	Hays.	Natoma.	(Trego Co.)
Clyde.	Herington.	Neodesha.	Wamego.
Coffeyville.	Hiawatha.	Newton.	Washington.
Colby.	Hoisington.	Nickerson.	Wellington.
(Thomas Co.)	Holton.	(Reno Co.)	(Sumner Co.)
Columbus.	Horton.	Norton.	Wichita.
(Cherokee Co.)	Humboldt.	(Norton Co.)	Winfield.
Concordia.	Hutchinson.	Oberlin.	Yates Center.
Cottonwood Falls.	Independence.	Olathe.	
(Chase Co.)	(Montgomery Co.)	Osawatimie.	

CLASS B.

Alden.	Assaria.	Burrton.	Colony.
Altamont.	Attica.	Caney.	Council Grove.
(Labette Co.)	Axtell.	Cawker City.	Covert.
Alton.	Baldwin.	Cedar Vale.	Douglass.
Altoona.	Blue Rapids.	Clearwater.	Ellinwood.
Argonia.	Burlingame.	Clifton.	Erie.
Asherville.	Burr Oak.	Coldwater.	Eskridge.

CLASS B—Concluded.

Florence.	La Harpe.	Oakland.	Soldier.
Formoso.	Lebanon.	Onaga.	Solomon.
Fowler.	Lewis.	Osage City.	South Haven.
Gardner.	Liberal.	Oskaloosa.	Spearville.
Garfield.	Lincoln.	Pawnee Rock.	Sterling.
Glen Elder.	Logan.	Pleasanton.	Stockton.
Goff.	Lovewell.	Plainville.	Tonganoxie.
Greenleaf.	Lucas.	Preston.	Tribune.
Hartford.	Lyndon.	Protection.	(Greeley Co.)
Highland.	Macksville.	Quenemo.	Troy.
Hill City.	Marquette.	Quinter.	Valley Center.
Hillsboro.	Meade.	Ransom.	Waterville.
Howard.	Moline.	Rose Hill.	Wathena.
Hoxie.	Moran.	Rossville.	Waverly.
Hunter.	Mount Hope.	Scandia.	Wellsville.
Jetmore.	Mulberry.	Scott City.	Wetmore.
(Hodgeman Co.)	Ness City.	(Scott Co.)	Wilson.
Jewell.	Nortonville.	Sedgwick.	

CLASS C.

Agenda.	Everest.	Linwood.	Severy.
Allen.	Fall River.	Little River.	Sharon.
Almena.	Fairview.	Luray.	Sharon Springs.
Atwood.	Fellsburg.	Madison.	Silver Lake.
(Rawlins Co.)	Ford.	Maize.	Simpson.
Beattie.	Frontenac.	McDonald.	Spivey.
Belpre.	Galesburg.	McLouth.	St. John.
Bentley.	Glasco.	Melvern.	(Antrim.)
Blue Mound.	Greeley.	Meriden.	St. Marys.
Bronson.	Grinnell.	Minneola.	Summerfield.
Brookville.	Gypsum.	Montezuma.	Sylvan Grove.
Burden.	Havveyville.	Morganville.	Sylvia.
Burns.	Havensville.	Morrill.	Thayer.
Bushton.	Haviland.	Mound City.	Topeka.
Canton.	Hoyt.	Mound Ridge.	(Washburn Rural
Centralia.	Hugoton.	Mullinville.	High.)
Chase.	(Stevens Co.)	Norcatour.	Tescott.
Cheney.	Irving.	Norwich.	Toronto.
Clafin.	Ingalls.	Oakley.	Utica.
Coats.	Johnson.	Oswego.	Wakefield.
Conway Springs.	(Stanton Co.)	Oxford.	Walton.
Copeland.	Kensington.	Ozawkie.	Walnut.
Culver.	Kincaid.	Partridge.	Webster.
Cunningham.	Kirwin.	Perry.	Westphalia.
Delphos.	La Cygne.	Plevna.	White Cloud.
Denison.	Lakin.	Powhattan.	White City.
De Soto.	Langdon.	Randolph.	White Water.
Dighton.	Lansing.	Rantoul.	Whiting.
(Lane Co.)	Lebo.	Reading.	Wilmore.
Dorrance.	Lenora.	Republic City.	Williamsburg.
Dunlap.	Leon.	Riley.	Winona.
Elwood.	Leoti.	Robinson.	
Enterprise.	(Wichita Co.)	Rozel.	
Eudora.	Le Roy.	Savonburg.	

CLASS D.

Abbyville.	Baschor.	Circleville.	Falun.
Ada.	Bavaria.	Clayton.	Fulton.
Adams.	Belvue.	Cleburne.	Galva.
Admire.	Bendena.	Climax.	Garden Plain.
Agra.	Benedict.	Codell.	Garrison.
Alexander.	Bennington.	Corning.	Gaylord.
Alta Vista.	Benton.	Courtland.	Geneseo.
Americus.	Bern.	Cuba.	Goddard.
Andover.	Berryton.	Cullison.	Grenola.
Anthony.	Beverly.	Deerfield.	Gridley.
(Spring Twp.)	Bird City.	Delia.	Haddam.
Areadia.	Brownell.	Denton.	Hamilton.
Arlington.	Bucyrus.	Derby.	Hamlin.
Arma.	Buffalo.	Dexter.	Hanover.
Athens.	Buhler.	Easton.	Hardtner.
Athol.	Bunker Hill.	Edna.	Harlan.
Atlanta.	Bushong.	Edwardsville.	Haven.
Auburn.	Byers.	Elk City.	Hazelton.
Bazine.	Carbondale.	Elkhart.	Herndon.
Bancroft.	Carlyle.	Elmdale.	Holcomb.
Barclay.	Cassoday.	Elsmore.	Hope.
Barnard.	Cedar.	Englewood.	Inman.
Barnes.	Chetopa.	Esbon.	Ionia.

CLASS D—*Concluded.*

Isabel.	Mildred.	Plains.	Stilwell.
Jamestown.	Milton.	Pomona.	Sublette.
Jarbalo.	Miltonvale.	Portis.	Tampa.
Kanopolis.	Monument.	Potter.	Topeka.
Kansas City.	Morehead.	Potwin.	(Highland Park.)
(Wilson.)	Morland.	Pretty Prairie.	Towanda.
Keats.	Mound Valley.	Princeton.	Trousdale.
Kipp.	Munden.	Ramona.	Turner.
Lane.	Narka.	Randall.	Turon.
Latham.	Neal.	Redfield.	Udall.
Lecompton.	Neosho Falls.	Reece.	Uniontown.
Leonardville.	Neosho Rapids.	Reserve.	Vermillion.
Lincolnville.	Netawaka.	Richmond.	Vernon.
Linn.	New Ulysses.	Rock Creek.	Vesper.
Longford.	(Grant Co.)	Rosalia.	Vinland.
Louisburg.	Norway.	Roxbury.	Viola.
Louisville.	Offerle.	Russell Springs.	Virgil.
Long Island.	Oketo.	Saffordville.	Waldo.
Longton.	Olzburg.	Santa Fe.	Welda.
Lost Springs.	Oneida.	(Haskell Co.)	Westmoreland.
Mahaska.	Cverbroom.	Sawyer.	Wheaton.
Maplehill.	Overland Park.	Scottsville.	Willis.
Mayetta.	Padonia.	Scranton.	Wilsey.
McCracken.	Palco.	Severance.	Winchester.
McCune.	Paradise.	Sparks.	Windom.
Merriam.	Parkerville.	Spring Hill.	Woodbine.
Michigan Valley.	Paxico.	Stark.	Woodston.
Milan.	Piedmont.	St. George.	

Approved.

THREE-YEAR COURSE.

Castleton.	Durham.	Halifax.	St. Paul.
Cambridge.	Edgerton.	Kackley.	(St. Francis.)
Delavan.	Elgin.		West Mineral.

TWO-YEAR COURSE.

Appanoose.	Dwight.	Kanorado.	Pierceville.
Arnold.	Elk Falls.	Kismet.	Prescott.
Belmont.	Elmo.	Lake City.	Prairie View.
Bloom.	Fostoria.	Liberty.	Raymond.
Brewster.	Fravel.	Morrowville.	South Hutchinson.
Bridgeport.	Girard.	Moscow.	Scammon.
Carlton.	(Fairview.)	Nashville.	Talmage.
Cedar Point.	Havana.	Navarre.	Topeka.
Chautauqua.	Hewins.	Niles.	(Shorey.)
Coolidge.	Hollenberg.	Olivet.	Taer.
Collyer.	Holyrood.	Palmer.	Webber.
Dresden.	Jennings.	Pennalosa.	

ONE-YEAR COURSE.

Pearl.	Zeandale.	Zenda.
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PRIVATE INSTITUTIONS ACCREDITED BUT NOT CLASSIFIED.

Atchison—	Lawrence—
Mt. St. Scholastica Academy.	Oread High School.
Aurora—	Leavenworth—
Aurora High School.	Catholic High School.
Concordia—	St. Mary's Academy.
Nazareth Academy.	Lindsborg—
Dodge City—	Bethany College Academy.
St. Mary of the Plains Academy.	Manhattan—
Emporia—	Sacred Heart Academy.
Normal High School.	McPherson—
Harper—	Central College Academy.
Harper Academy.	McPherson College Academy.
Haviland—	Miltonvale—
Haviland Academy.	Wesleyan Academy.
Hesston—	Newton—
Hesston Academy.	Bethel College Academy.
Hillsboro—	Northbranch—
Tabor College Academy.	Northbranch Academy.
Kansas City—	Ottawa—
Catholic High School.	University Academy.

PRIVATE INSTITUTIONS—*Concluded.*

Paola—	St. Marys—
Ursaline Academy.	Immaculate Conception High School.
Quindaro (Kansas City)—	Topeka—
Western University Academy.	Catholic High School.
Salina—	College of the Sisters of Bethany.
St. John's Military Academy.	Wichita—
Sacred Heart Academy.	Cathedral High School.
Seneca—	Mt. Carmel Academy.
St. Peter and Paul's.	Friends University Academy.

 FAILURES.

Brave the storm and ride the gale!
 What if now and then you fail?
 What if difficulties rise?
 Just ahead the victory lies.
 Keep in mind when you're assailed,
 Every conqueror has failed.

Trials mark the path of men.
 Hope has dawned to set again.
 Many a victor, cheered to-day,
 Had to battle with dismay;
 Long before success he knew
 He was called a failure, too.

Failures mark the path to fame.
 Men must fight through loss and shame.
 Hurt and heart-ache and distress,
 For the glory of success!
 Every leader on the earth
 Has been tested for his worth.

Brave the loss and bear the blow!
 What if hope shall come and go?
 What if failure strikes at you?
 Keep the faith and fight anew,
 Keep your courage when assailed,
 Few succeed who've never failed.

—*Edgar A. Guest.*

RURAL HIGH SCHOOLS, 1919-1920.

COUNTY AND LOCATION.	Area of district, sq. mi.	Valuation of district.	Levy in mills.	District own building?	Teach- ers.	En- roll- ment.	Rating of school, 1919-'20.
<i>Allen:</i>							
Carlyle.....		\$1,639,785	3.30		3	22	Class D.
Geneva.....		440,000	7.00		1	8	Not approved.
<i>Anderson:</i>							
Welda.....		745,410	7.00		2	30	Class D.
Westphalia.....	50	2,129,858	4.25	Yes	3	33	Class C.
<i>Atchison:</i>							
Potter.....	26½	1,559,515	2.00	No	2	17	Class D.
<i>Barber:</i>							
Lake City.....		950,000	4.00		1	14	Approved 2 years.
<i>Barton:</i>							
Pawnee Rock.....	68½	3,021,480	7.50	Yes	4	56	Class B.
<i>Brown:</i>							
Everest.....	46	5,060,232	4.11	No	5	49	Class C.
Fairview.....	30½	3,410,316	2.06	No	4	54	Class C.
Hamlin.....	34	2,950,483	1.59	No	2	20	Class D.
Padonia.....	25¾	2,369,013	3.00	No	4	22	Class D.
Powhattan.....	24¾	2,600,600	3.61	Yes	4	59	Class C.
Reserve.....	29½	2,588,857	1.48	No	2	20	Class D.
Robinson.....	43½	3,918,311	1.60	No	3	63	Class C.
Willis.....	27½	2,643,282	5.75	Yes	3	34	Class D.
<i>Chase:</i>							
Elmdale.....	64	3,250,055	4.00	Yes	4	47	Class D.
Matfield Green.....	36	2,771,270	1.10	Yes	1	10	Not approved.
Saffordville.....	90	3,342,080		Yes	3	30	Class D.
<i>Cheyenne:</i>							
Bird City.....	206	3,745,425	2.00	No	3	28	Class D.
<i>Clay:</i>							
Longford.....	36	1,719,183	2.00	No	2	30	Class D.
<i>Cloud:</i>							
Miltonvale.....		3,147,703	4.00	Yes	5	80	Class D.
<i>Comanche:</i>							
Wilmore.....	151	2,277,045	2.20	Yes	4	35	Class C.
<i>Cowley:</i>							
Cambridge.....	16	2,412,459			3	25	Approved 3 years.
<i>Dickinson:</i>							
Solomon.....		2,000,000	5.30		4	106	Class B.
Woodbine.....		1,042,085			2	22	Class D.
<i>Doniphan:</i>							
Bendena.....	34	3,343,874	1.25	Yes	3	24	Class D.
Denton.....	39½			No	2	31	Class D.
Highland.....	39½		7.00	No	5	69	Class B.
Leona.....	21	2,830,250		No			Not approved.
Severance (R. and B.).....		2,400,000	1.25		3	33	Class D.
Sparks.....	19¾	914,356	4.00	Yes	1	15	Class D.
<i>Douglas:</i>							
Eudora.....	32¾	2,800,000	4.00	Yes	5	88	Class C.
Lecompton.....		2,415,167	9.34	Yes	3	44	Class D.
Vinland.....	24½	1,368,050	4.00	Yes	4	56	Class D.
<i>Edwards:</i>							
Fellsburg.....	38½	1,026,000	4.00	Yes	3	32	Class C.
Offarle.....	59	2,000,000		Yes	3	21	Class D.
Trousdale.....	55	1,500,000	5.00	Yes	2	9	Class D.
<i>Ellis:</i>							
Smoky Hill.....		262,289	8.20		1	9	Not approved.
<i>Ellsworth:</i>							
Holyrood.....	109	4,365,601	4.60	Yes	1	26	Approved 2 years.
Lorraine.....	70½	2,880,722	4.50	No	2	30	Not accredited.
<i>Finney:</i>							
Pierceville.....	98¾	1,189,950	2.80	No	1	18	Approved 2 years.
<i>Ford:</i>							
Ford.....	110	2,526,205	3.00	Yes	4	51	Class C.
Bloom.....	85	1,493,808	3.70	Yes	2	9	Approved 2 years.
<i>Franklin:</i>							
Appanoose.....	30	987,935			1	5	Approved 2 years.
Pomona.....	35	2,515,770	5.80	Yes	3	43	Class D.
Peoria.....	18	947,365	5.00	No	1	8	Not approved.
Rantoul.....	30	1,986,420	4.00	Yes	3	27	Class C.
Richmond.....		1,700,000	4.00		3	50	Class D.

RURAL HIGH SCHOOLS, 1919-1920—CONTINUED.

COUNTY AND LOCATION.	Area of district, sq. mi.	Valuation of district.	Levy in mills.	District own building?	Teachers.	Enrollment.	Rating of school, 1919-'20.
<i>Gove:</i>							
Gove.....	250	\$1,551,925	3.00	No	2	24	Not accredited.
Grainfield.....	72	1,372,639	10.00	Yes	3	34	Not accredited.
Grinnell.....	130	2,136,539	2.10	No	3	32	Class C.
Park.....	27	447,875	4.70	No	1	8	Not approved.
Quinter.....	180	2,643,009	3.25	Yes	5	85	Class B.
<i>Graham:</i>							
Bogue.....	125	2,000,000	.....	.....	.....	.....	Not approved.
Hill City.....	170	4,000,000	6.00	.....	4	99	Class B.
Morland.....	150	3,000,000	10.00	.....	3	46	Class D.
<i>Gray:</i>							
Copeland.....	198	2,000,000	.....	Yes	3	22	Class C.
Ensign.....	182	3,500,000	.....	No	1	7	Not approved.
Ingalls.....	272	3,073,976	5.00	Yes	4	20	Class C.
<i>Greenwood:</i>							
Climax.....	.....	1,823,923	7.00	Yes	3	31	Class D.
Fall River.....	.....	1,846,019	4.00	Yes	4	66	Class C.
Piedmont.....	.....	2,400,000	2.90	No	4	37	Class D.
Reece.....	.....	1,336,702	.....	No	2	9	Class D.
Tonovay.....	.....	1,648,683	1.05	No	1	17	Not approved.
Virgil.....	.....	1,600,000	7.00	.....	3	23	Class D.
<i>Harper:</i>							
Spring Twp.....	54	1,996,427	3.90	Yes	4	41	Class D.
<i>Haskell:</i>							
Satanta.....	234	2,100,000	.....	No	1	16	Not approved.
Sublette.....	251	2,346,032	.....	.....	2	21	Class D.
<i>Jackson:</i>							
Circleville.....	.....	3,000,000	3.00	.....	3	43	Class D.
Delia.....	54	2,274,918	.....	Yes	4	38	Class D.
Denison.....	52½	2,650,000	4.00	Yes	4	84	Class C.
Hoyt.....	.....	2,805,000	4.00	No	5	53	Class C.
Mayetta.....	.....	2,700,000	3.00	No	3	43	Class D.
Solder.....	52½	2,707,254	4.00	Yes	5	87	Class B.
Whiting.....	.....	2,936,500	2.80	No	4	60	Class C.
<i>Jefferson:</i>							
Meriden.....	41¾	2,750,000	4.00	Yes	4	70	Class C.
Ozawie.....	36¾	1,319,060	.....	Yes	4	51	Class C.
<i>Jewell:</i>							
Athens.....	35	1,627,584	.....	Yes	3	31	Class D.
Formoso.....	.....	800,000	6.50	.....	3	60	Class B.
Ionia.....	43	2,250,000	16.50	.....	2	24	Class D.
Lovewell.....	36	3,500,000	3.05	Yes	4	37	Class B.
<i>Johnson:</i>							
De Soto.....	48	3,500,000	4.00	Yes	5	58	Class C.
Edgerton.....	25	2,000,000	.....	Yes	3	23	Approved 3 years.
Spring Hill.....	29	800,000	10.00	.....	3	43	Class D.
Stanley.....	38	3,161,047	.....	Yes	2	17	Not accredited.
Stilwell.....	36	2,512,000	2.00	Yes	3	37	Class D.
<i>Kingman:</i>							
Adams.....	45	1,250,000	4.00	No	3	17	Class D.
Belmont.....	40	1,127,208	3.00	No	1	17	Approved 2 years.
Cunningham.....	72	2,225,000	.....	Yes	4	46	Class C.
Nashville.....	54	1,715,916	2.00	No	1	6	Approved 2 years.
Norwich.....	72	2,754,422	2.00	No	3	47	Class C.
Spivey.....	45	1,300,000	2.00	No	4	61	Class C.
Zenda.....	72	2,225,000	.....	No	1	7	Approved 1 year.
<i>Kiowa:</i>							
Haviland.....	33	1,868,766	3.50	No	3	50	Class C.
Mulhenville.....	216	4,489,531	1.20	No	3	33	Class C.
<i>Leavenworth:</i>							
Basehor.....	36	2,296,120	1.60	No	3	21	Class D.
Easton.....	60	4,000,000	.....	.....	3	45	Class D.
Jarbalo.....	39	1,700,000	.....	Yes	4	49	Class D.
Lansing.....	36	8,931,060	.....	.....	5	58	Class C.
Linwood.....	48	1,250,000	.....	.....	4	36	Class C.
Tonganoxie.....	86	1,423,550	6.10	.....	7	109	Class B.
<i>Lincoln:</i>							
Beverly.....	103	4,393,725	8.00	No	3	53	Class D.
<i>Lyon:</i>							
Bushong.....	50	1,725,100	8.00	Yes	3	32	Class D.
<i>McPherson:</i>							
Inman.....	.....	3,800,000	2.00	.....	3	33	Class D.
Roxbury.....	48¾	1,990,000	.....	No	2	34	Class D.

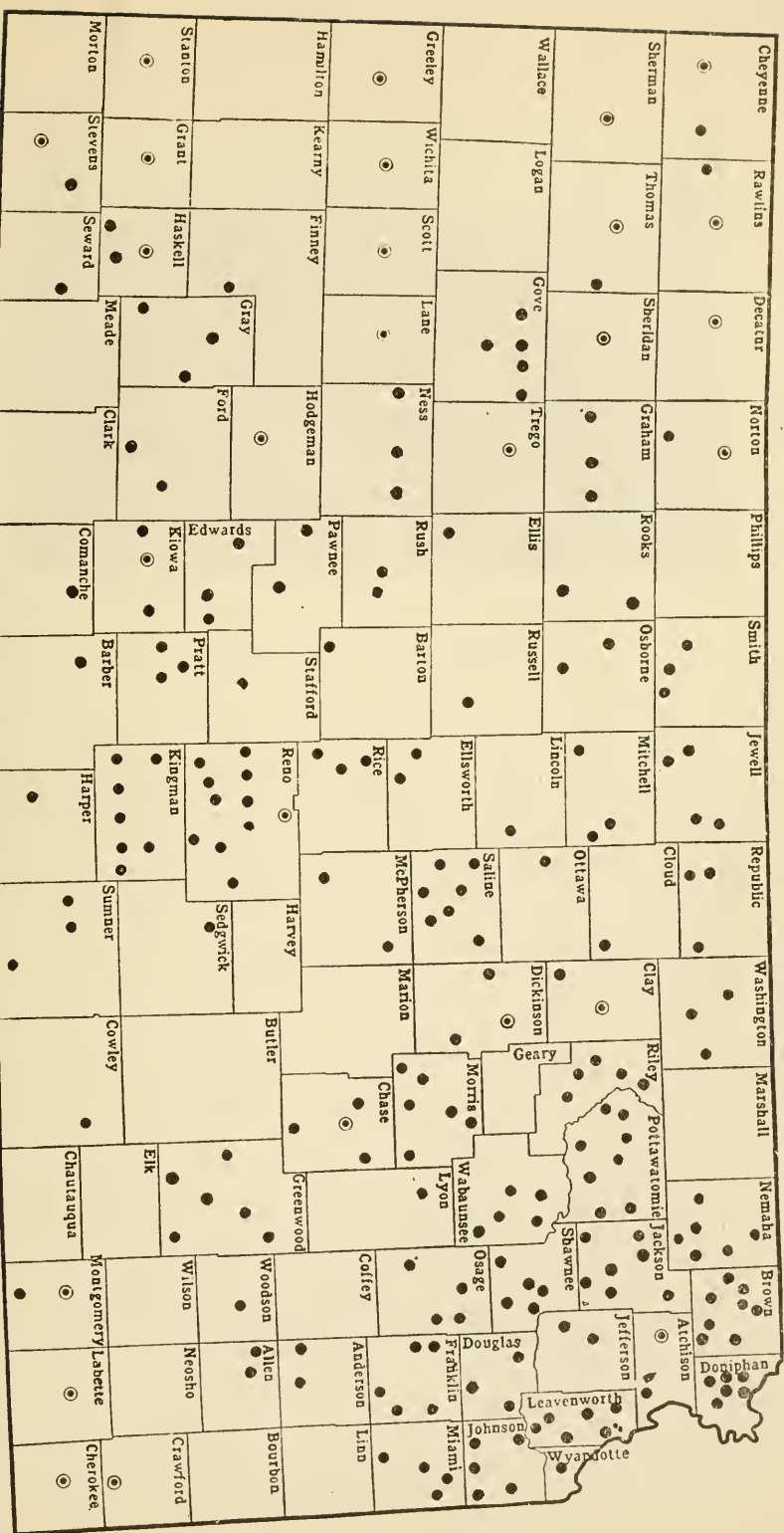
RURAL HIGH SCHOOLS, 1919-1920—CONTINUED.

COUNTY AND LOCATION.	Area of district, sq. mi.	Valuation of district.	Levy in mills.	District own building?	Teachers.	Enrollment.	Rating of school, 1919-'20.
<i>Miami:</i>							
Bucyrus.....	30½	\$2,626,809	3.00	Yes	2	19	Class D.
Fontana.....	36	2,165,699	.....	No	.....	.....	Not approved.
Louisburg.....	52½	3,024,392	10.00	No	3	43	Class D.
Wea.....	16	1,071,780	.....	No	1	9	Not approved.
<i>Mitchell:</i>							
Asherville.....	37¼	1,850,324	.....	Yes	5	76	Class B.
Hunter.....	84	2,250,000	4.40	Yes	4	58	Class B.
Simpson.....	.....	1,927,910	3.50	No	4	46	Class C.
<i>Montgomery:</i>							
Tyro.....	.....	405,000	1.04	.....	1	15	Not approved.
<i>Morris:</i>							
Burdick.....	77	2,939,046	.....	Yes	.....	.....	Organization incomplete.
Delavan.....	51½	2,000,000	2.80	Yes	2	19	Approved 3 years.
Dunlap.....	61	2,600,000	4.00	Yes	3	47	Class C.
Dwight.....	63½	2,225,404	7.30	No	1	15	Approved 2 years.
Parkerville.....	45	1,404,588	2.50	Yes	3	42	Class D.
Wilsey.....	83	3,009,328	.....	No	3	32	Class D.
<i>Nemaha:</i>							
Bancroft.....	22¾	1,709,354	.....	Yes	2	18	Class D.
Bern.....	36	3,099,644	9.00	No	2	35	Class D.
Corning.....	60	3,500,000	2.75	Yes	4	60	Class D.
Goff.....	50½	2,827,579	3.25	Yes	5	40	Class B.
Oneida.....	55¾	4,104,780	9.60	No	2	25	Class D.
Wetmore.....	44½	3,246,750	2.50	No	5	84	Class B.
<i>Ness:</i>							
Brownell.....	100½	2,247,031	10.55	No	2	15	Class D.
Ransom.....	.....	.....	11.00	.....	4	42	Class B.
Utica.....	123	1,168,581	16.075	No	3	33	Class C.
<i>Norton:</i>							
Lenora.....	.....	2,333,608	1.80	No	4	70	Class C.
<i>Osage:</i>							
Barclay.....	.....	1,023,748	3.00	.....	2	25	Class D.
Carbondale.....	.....	1,600,000	.....	No	4	50	Class D.
Michigan.....	.....	1,113,147	4.00	No	3	20	Class D.
Overbrook.....	.....	3,500,000	2.50	.....	3	64	Class D.
<i>Osborne:</i>							
Alton.....	49	2,214,050	.....	No	4	89	Class B.
Covert.....	64	1,370,000	3.50	Yes	4	34	Class B.
<i>Ottawa:</i>							
Ada.....	.....	719,740	7.33	.....	2	32	Class D.
<i>Pawnee:</i>							
Burdett.....	108	2,616,149	.....	No	2	37	Not approved.
Garfield.....	.....	1,241,887	10.00	.....	4	47	Class B.
<i>Pottawatomie:</i>							
Emmett.....	85½	2,588,043	.....	No	1	16	Not approved.
Fostoria.....	47¾	1,448,014	1.00	No	1	11	Approved 2 years.
Garrison.....	37	1,448,080	3.00	.....	3	23	Class D.
Havensville.....	42½	1,977,628	3.40	No	5	73	Class C.
Louisville.....	33½	1,800,000	2.50	No	4	42	Class D.
Olsburg.....	59¼	1,900,838	14.00	No	2	27	Class D.
St. George.....	.....	1,742,000	2.87	.....	2	20	Class D.
Westmoreland.....	65¾	2,250,623	2.75	No	4	45	Class D.
<i>Pratt:</i>							
Byers.....	39	1,376,198	4.10	Yes	4	41	Class D.
Cullison.....	85	3,061,436	4.00	Yes	2	29	Class D.
Glendale.....	38	1,186,207	2.20	.....	1	11	Not approved.
<i>Ravins:</i>							
McDonald.....	132	1,326,551	4.00	Yes	4	65	Class C.
<i>Reno:</i>							
Abbyville.....	46	2,246,434	.....	Yes	3	51	Class D.
Arlington.....	81	3,332,340	3.00	No	3	50	Class D.
Castleton.....	40½	2,000,000	6.90	.....	2	25	Approved 3 years.
Haven.....	56	4,000,000	5.50	No	4	57	Class D.
Langdon.....	50	2,096,977	3.40	Yes	3	46	Class C.
Partridge.....	58	3,436,254	2.50	Yes	3	47	Class C.
Plevna.....	63	2,512,976	4.00	No	3	38	Class C.
Pretty Prairie.....	90	3,600,000	1.66	No	3	58	Class D.
Sylvia.....	70	3,359,758	1.49	No	3	56	Class C.
Turon.....	54	2,770,000	24.00	No	3	81	Class D.

RURAL HIGH SCHOOLS, 1919-1920—CONCLUDED.

COUNTY AND LOCATION.	Area of district, sq. mi.	Valuation of district.	Levy in mills.	District own building?	Teachers.	Enrollment.	Rating of school, 1919-'20.
<i>Republic:</i>							
Agenda.....	37	\$2,295,198	.....	Yes	4	85	Class C.
Norway.....			.....		2	28	Class D.
Scandia.....		1,300,000	6.50	.....	4	73	Class B.
<i>Rice:</i>							
Bushton.....	58¾	3,670,051	.....	No	3	45	Class C.
Chase.....	71	4,739,927	7.01	No	4	39	Class C.
Raymond.....	60	2,492,486	.....	Yes	1	16	Approved 2 years.
<i>Riley:</i>							
Cleburne.....	40¾	2,500,000	.....	No	3	34	Class D.
Keats.....	49	1,717,000	4.00	Yes	3	46	Class D.
Leonardville.....	63	.....	10.35	No	3	60	Class D.
Randolph.....	68	.....	9.35	No	4	54	Class C.
Riley.....	69	.....	10.00	No	4	83	Class C.
<i>Rooks:</i>							
Codell.....	56	1,138,813	4.00	No	2	16	Class D.
Woodston.....	109	2,701,000	4.00	No	3	75	Class D.
<i>Rush:</i>							
Bison.....	71	1,951,525	7.50	.....	2	21	Organization incomplete.
La Crosse.....	120	3,000,000	3.50	Yes	6	84	Class A.
<i>Russell:</i>							
Dorrance.....	110¾	3,500,000	4.50	Yes	4	45	Class C.
<i>Saline:</i>							
Assaria.....	66	3,207,070	3.00	Yes	5	48	Class B.
Bavaria.....	36	1,690,240	.64	Yes	2	14	Class D.
Brookville.....	87	2,591,629	7.00	No	3	33	Class C.
Fulton.....	81¾	1,759,696	1.50	No	2	17	Class D.
Glendale.....	49	1,330,795	.....	No	.....	.....	Organization incomplete.
New Cambria.....	63¾	4,586,415	.....	No	.....	.....	Organization incomplete.
Smolan.....	38	2,773,755	.....	No	1	11	Not approved.
<i>Sedgwick:</i>							
Bentley.....	36	1,002,788	.....	Yes	3	22	Class C.
<i>Seward:</i>							
Kismet.....	113	1,754,791	1.50	Yes	1	9	Approved 2 years.
<i>Shawnee:</i>							
Auburn.....	40½	1,195,145	3.50	Yes	3	39	Class D.
Berryton.....	31	1,456,635	2.40	Yes	3	46	Class D.
Seaman.....	48	4,250,000	10.00	Yes	1	29	Approved 2 years.
Tecumseh.....	23	1,450,000	.....	No	2	130	Not accredited.
Washburn.....	46	3,500,000	1.50	No	5	150	Class C.
<i>Smith:</i>							
Athol.....	38	2,115,000	3.50	Yes	2	23	Class D.
Gaylord.....		1,016,010	9.40	.....	2	24	Class D.
Harlan.....	32	1,130,599	4.00	Yes	3	40	Class D.
<i>Stafford:</i>							
Autrim.....	45	1,657,889	2.38	Yes	3	26	Class C.
<i>Stevens:</i>							
Moscow.....				No	1	9	Approved 2 years.
<i>Sumner:</i>							
Argonia.....	36	1,437,375	3.50	No	4	64	Class B.
Milan.....	51½	2,000,000	4.00	Yes	3	25	Class D.
South Haven.....	74	3,334,000	4.00	Yes	5	117	Class B.
<i>Thomas:</i>							
Menlo.....	23	.....	.....	.....	1	4	Not approved.
<i>Wabasha:</i>							
Eskridge.....	96	.....	10.20	No	6	119	Class B.
Hahlfax.....	100	2,130,000	1.20	No	1	7	Approved 2 years.
Harveyville.....	54	3,000,000	3.50	Yes	4	61	Class C.
Maple Hill.....	90	.....	.....	No	2	39	Class D.
Paxico.....	60	1,250,000	1.50	No	2	22	Class D.
<i>Washington:</i>							
Barnes.....	.....	707,365	7.00	.....	2	28	Class D.
Linn.....	16	2,847,013	2.00	No	3	28	Class D.
Morrowville.....	.....	533,460	4.50	.....	1	12	Approved 2 years.
<i>Woodson:</i>							
Vernon.....	30¼	1,061,225	3.75	No	2	9	Class D.
<i>Wyandotte:</i>							
Piper.....	27½	1,800,000	.....	Yes	4	40	Not accredited.

NOTE.—The above data is taken from the reports of 1919-1920.



MAP B. ● Rural High Schools. ⊙ County High Schools, 1919-'20.



Crawford County High School boys selecting seed corn.

VOCATIONAL EDUCATION.

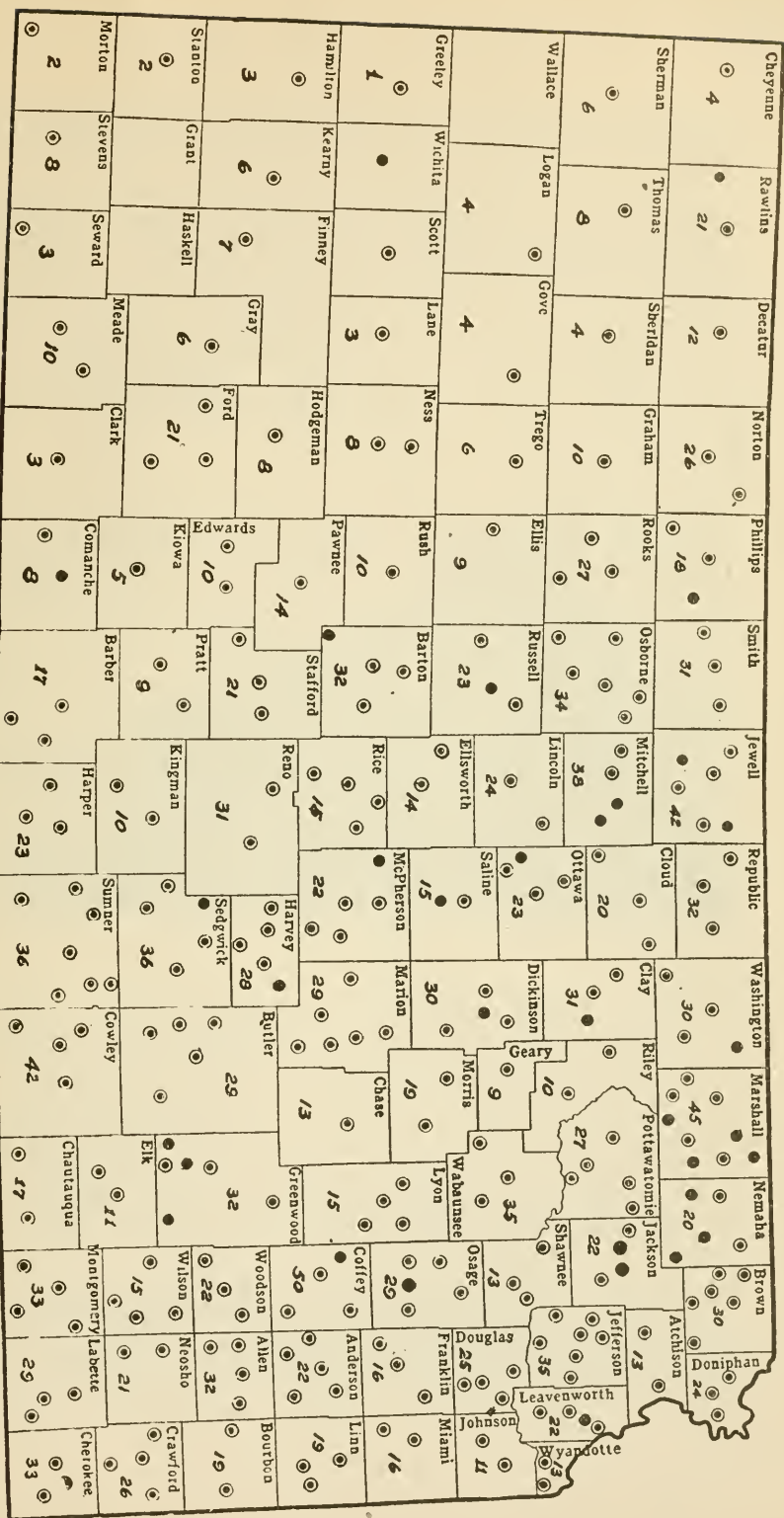
(Smith-Hughes Act.)

REPORT OF THE DIRECTOR FOR THE YEARS 1918-19, 1919-20.

The federal act known as the Smith-Hughes law, appropriating federal money in aiding the states in establishing and promoting vocational education in agriculture, trades and industry and home economics, was passed and approved February 23, 1917. The state of Kansas, through its Governor and legislature, accepted the act promptly, and in February, 1918, Mr. H. L. Kent was made State Director of Vocational Education. During the remainder of the school year of 1918 the work progressed rapidly and six schools in vocational agriculture were approved and aided, and war training work was organized in several centers as shown by the report of the Director in the twenty-first biennial report.

No work in vocational home economics was organized during the school year 1918, and because of the small appropriation for home economics, which is only 20% of the total amount allowed for trade and industry and home economics, the organization of vocational home economics work has not kept pace with agricultural, trade and industrial work.

In July, 1919, a State Supervisor of Vocational Agriculture was authorized and Mr. William R. Curry was appointed to this position. In November, 1919, the appointment of a State Supervisor for Trade and Industrial work was authorized and Mr. L. E. Nofsinger was appointed to this position. In May, 1920, Mr. C. V. Williams, formerly with the Federal Board for Vocational Education, succeeded H. L. Kent as Director, upon his resignation to assume the Superintendency of the Fort Hays Kansas Experiment Station. In September, 1920, a State Supervisor of Vocational Home Economics was authorized.



Map C. ● Schools approved for Normal Training only, 1919-'20.
 ○ Schools approved for both Normal and Industrial Training, 1919-'20.
 Figures indicate total number of Seniors enrolled in Normal Training Classes in Counties, 1919-'20.

During the current biennium the organization for administration of vocational education has been gradually shaping itself and at the close of this biennium the vocational program is organized for effective work.

VOCATIONAL AGRICULTURE.

During the school year ending June 30, 1919, sixteen high schools were receiving aid for vocational agriculture instruction as follows:

<i>School.</i>	<i>Enrollment.</i>	<i>School.</i>	<i>Enrollment.</i>
Arkansas City H. S.	19	Marysville H. S.	11
Atchison Co. H. S.	12	Tonganoxie H. S.	9
Crawford Co. H. S.	10	Topeka Educational and Industrial In-	
Dickinson Co. H. S.	31	stitute	6
Fort Scott H. S.	14	Washburn R. H. S.	15
Garden City H. S.	14	Webster Consolidated School	12
Harper H. S.	23	Winfield H. S.	24
Havensville R. H. S.	15		
Labette Co. H. S.	12	Total	243
Lawrence H. S.	32		

For the School year of 1919-20 which ended June 30, 1920, thirty-two schools received Federal and State aid as follows:

<i>School.</i>	<i>Enrollment.</i>	<i>School.</i>	<i>Enrollment.</i>
Abilene H. S.	13	McPherson H. S.	17
Alma H. S.	13	Marysville H. S.	11
Arkansas City H. S.	23	Osborne H. S.	15
Atchison Co. H. S.	17	Oskaloosa H. S.	17
Bonner Springs H. S.	18	Phillipsburg H. S.	12
Burlington H. S.	32	Pratt H. S.	11
Clay Center H. S.	10	Reno Co. H. S.	24
Coffeyville H. S.	12	Stafford H. S.	20
Crawford Co. H. S.	13	Tonganoxie H. S.	9
Dickinson Co. H. S.	34	Topeka Educational and Industrial In-	
Fort Scott H. S.	11	stitute	9
Garden City H. S.	17	Washburn R. H. S.	18
Harper H. S.	21	Webster Consolidated H. S.	17
Havensville R. H. S.	19	Western University (Quindaro)	11
Kingman H. S.	14	Winfield H. S.	51
Labette Co. H. S.	25		
Lawrence H. S.	40	Total	615
Lincoln H. S.	16		

Schools have been approved for aid in the order in which their applications have been filed. More rural high schools are petitioning for aid at the time of compiling this report.

The schools in centers in which vocational work is being conducted are being closely supervised and directed in their vocational programs. High class instructors have been secured by the schools receiving aid; and by means of conferences, annual and sectional, held at different times in different sections of the state, the director and supervisors have been lending every aid possible to the organization and conduct of the vocational work in schools receiving aid.

TRADE AND INDUSTRY AND HOME ECONOMICS.

At the close of the school year of 1918 vocational work in Kansas in trade, industry and home economics was just beginning to be established. Trade and industrial work had grown to such an extent that at the close of the

school year 1919 there were 256 enrolled in evening classes and 52 in all-day classes. There were 20 evening classes and 6 all-day classes.

At the close of the year 1920 there were 425 enrolled in evening classes and 109 in all-day classes. One part-time class in salesmanship was just started in the spring of 1920, having an attendance of 10. Home economics classes had an enrollment of 184 at the close of the school year 1919 and 492 at the close of the school year 1920. There were eight evening classes in 1919 and 12 in 1920. The all-day classes at the close of 1919 had an enrollment of 27 and at the close of 1920 had an enrollment of 91. At the close of 1919 there were 2 all-day classes in home economics. At the close of 1920 there were 10 classes in home economics.

The growth just indicated is very pleasing considering the short time in which the local communities have had opportunity to get acquainted with



Havensville Rural High School, Pottawatomie County. Vocational boys studying sheep.

this work. The following centers were reimbursed in 1919 for either one or the other of the two types of work:

- State Manual Training Normal School, Pittsburg.
- Topeka Educational and Industrial Institute.
- Wichita High School.
- Baxter Springs.
- Galena.
- Kansas City, Kansas.
- Riverton.

In 1920 Western University, Kansas City, Kansas, and the Arkansas City High School had been added to the list of those receiving aid.

The type of work offered in the home economics courses has been millinery, cooking, sewing and dressmaking. The trade and industrial classes have offered work in assaying, geology and mineralogy, shop mathematics, surveying, auto mechanics, blacksmithing, boiler layout, estimating for carpenters, blue print reading, machine shop practice, sheetmetal layout, steam fitting, armature winding, drafting, principles of electricity, advanced electricity,

steam engines, strength of materials, coal mining, part time salesmanship, and tailoring. The demand for aid for home economics classes was much greater than the amount available. Practically all the money for the trade and industrial and home economics classes was spent with the exception of the part available for part-time classes only.

The following table gives some comparative figures for the year 1918-1919 and the year 1919-1920:

TRADE AND INDUSTRY.

1918-1919 and 1919-1920.

	Centers.	Classes.	Students enrolled.	Instructors.	Reimbursements for salaries.
Evening:					
1918-19.....	5	20	256	21	\$1,722.20
1919-20.....	6	34	425	31	4,271.00
Increase.....	1	14	169	10	\$2,548.80
All day:					
1918-19.....	2	6	52	6	\$2,590.72
1919-20.....	3	13	109	13	6,335.22
Increase.....	1	7	57	7	\$3,744.50
Part-time:					
1918-19.....	0	0	0	0	\$0.00
1919-20.....	1	1	10	1	160.00
Increase.....	1	1	10	1	\$160.00
Totals:					
1918-19.....	7	26	308	27	\$4,312.92
1919-20.....	8	48	544	44	10,768.22
Increase.....	1	22	236	17	\$6,455.30

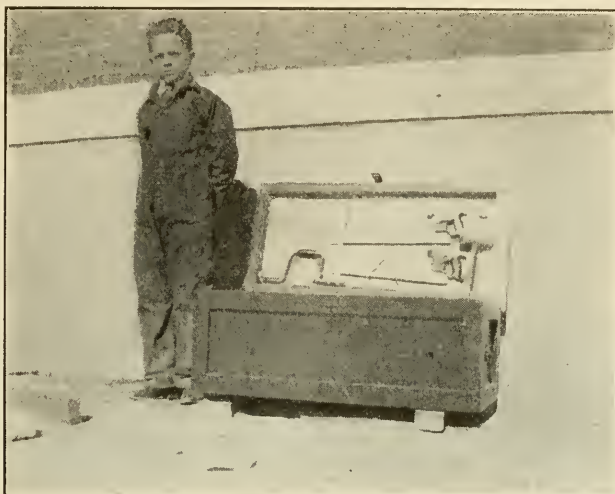
HOME ECONOMICS.

Evening:					
1918-19.....	2	8	184	8	\$1,334.72
1919-20.....	3	12	492	12	2,693.59
Increase.....	1	4	308	4	\$1,358.87
All day:					
1918-19.....	1	2	27	2	\$720.00
1919-20.....	3	10	91	6	4,530.00
Increase.....	2	8	64	4	\$3,810.00
Totals:					
1918-19.....	3	10	211	10	\$2,054.72
1919-20.....	5	22	583	18	7,223.59
Increase.....	2	12	372	8	\$5,168.87

TEACHER TRAINING.

The Smith-Hughes law provides that a portion of the funds appropriated shall be used for the training of teachers of agriculture, trades, industry and home economics. During the biennium the State Agricultural College at Manhattan has been approved and received Federal and State aid for training teachers of vocational agriculture. The State Agricultural college and the University of Kansas have been approved and received Federal and State aid for training teachers of vocational home economics. The Kansas State

Manual Training and Normal School at Pittsburg has been approved for training teachers of trade and industrial subjects, but no enrollment in residence classes has been had. The State Board in appointing a supervisor and teacher training agent for trade and industrial subjects designated the larger portion of his time to be used as teacher training agent. In this capacity the State Supervisor has organized teacher training classes and foremanship



Orval Dick and his tool chest. Vocational work in the Crawford County High School.

classes in different centers where a supply of trade teachers has been needed in the conduct of evening classes in trades and industry.

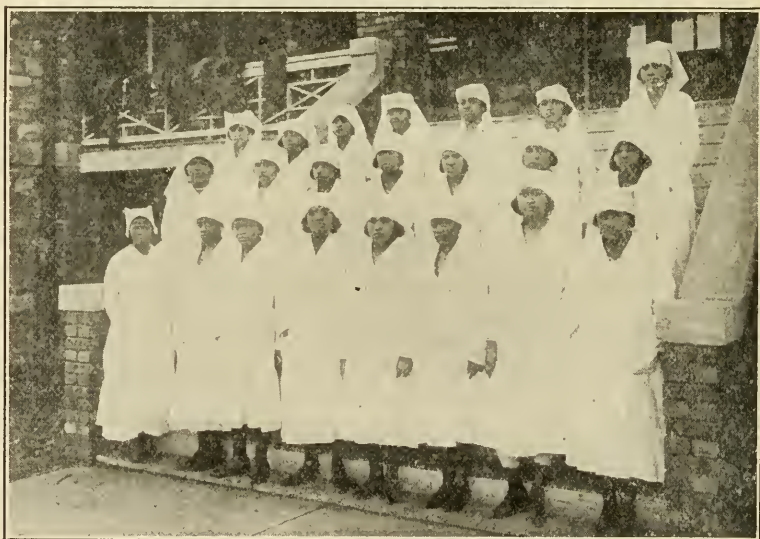
The Director and his assistants as administrative agents for the Board are in charge of teacher training work. During the biennium several conferences have been held with members of faculties of approved institutions, assisting them in the organization of their work in conformity with the requirements of the Smith-Hughes law.

The Director has given much time to establishing standards for schools and teachers, to meeting with school officers to explain the purposes of vocational education and the provisions of the law. The attendance of both the Director and his assistants upon national and regional conferences called by the Federal Board in organization and promotion of the work has been of great benefit to the work in Kansas.

FINANCIAL REPORT.

FOR FISCAL YEAR ENDING JUNE 30, 1920.

FUNDS AVAILABLE.	From Federal appropriation.	From State appropriation.	Total.
For Agriculture.....	\$24,259.09	\$24,259.00	\$48,518.09
For Trade and Industry and Home Economics.....	11,675.64	11,676.00	23,351.64
For training teachers of Agriculture, Trade and Industry and Home Economics.....	16,606.66	16,606.00	33,212.66
Totals.....	\$52,541.39	\$52,541.00	\$105,082.39
EXPENDITURES.			
Salaries for teachers of Agriculture and State Supervisor.....	\$22,198.41	\$22,198.41	\$44,396.82
Salaries of teachers of Trade and Industry and Home Economics.....	7,719.24	10,547.94	18,267.18
Teacher training.....	5,588.79	5,588.79	11,177.58
Administrative expenses, including office furniture, equipment, etc.....		8,795.53	8,795.53
Total expenditures.....	\$35,506.44	\$47,130.67	\$82,637.11
Unexpended balance reverts to Federal and State Treasury.....	17,034.95	5,410.33	22,445.28
Grand totals.....	\$52,541.39	\$52,541.00	\$105,082.39



Nurses' training class. Kansas Industrial and Educational Institute.

DETAILED STATEMENT OF EXPENDITURES FOR YEAR ENDING JUNE 30, 1920.

	From Federal funds.	From State funds.	Totals.
From funds for teachers and supervisors and directors of agriculture:			
Salary for Supervisor.....	\$625.10	\$625.10	\$1,250.20
Reimbursement for part of salary of teacher in:			
Abilene High School.....	702.60	702.60	1,405.20
Alma High School.....	506.25	506.25	1,012.50
Arkansas City High School.....	750.00	750.00	1,500.00
Atchison County High School (Emingham).....	739.50	739.50	1,479.00
Bonner Springs High School.....	750.00	750.00	1,500.00
Burlington High School.....	750.00	750.00	1,500.00
Clay County High School (Clay Center).....	343.75	343.75	687.50
Coffeyville High School.....	250.00	250.00	500.00
Crawford County High School (Cherokee).....	750.00	750.00	1,500.00
Dickinson County High School (Chapman).....	1,500.00	1,500.00	3,000.00
Fort Scott High School.....	750.00	750.00	1,500.00
Garden City High School.....	750.00	750.00	1,500.00
Harper High School.....	750.00	750.00	1,500.00
Havensville Rural High School.....	750.00	750.00	1,500.00
Kingman High School.....	505.20	505.20	1,010.40
Labette County High School (Altamont).....	750.00	750.00	1,500.00
Lawrence High School.....	1,305.91	1,305.91	2,611.82
Lincoln High School.....	396.00	396.00	792.00
McPherson High School.....	433.33	433.33	866.66
Marysville High School.....	712.50	712.50	1,425.00
Osborne High School.....	460.40	460.40	920.80
Oskaloosa High School.....	487.50	487.50	975.00
Phillipsburg High School.....	393.75	393.75	787.50
Pratt High School.....	436.87	436.87	873.74
Reno County High School (Nickerson).....	995.00	995.00	1,990.00
Stafford High School.....	750.00	750.00	1,500.00
Tonganoxie High School.....	750.00	750.00	1,500.00
Topeka Educational and Industrial Institute.....	443.75	443.75	887.50
Washburn Rural High School (Topeka).....	750.00	750.00	1,500.00
Webster Consolidated High School.....	537.50	537.50	1,075.00
Western University (Quindaro).....	316.50	316.50	633.00
Winfield High School.....	1,107.00	1,107.00	2,214.00
Totals.....	\$22,198.41	\$22,198.41	\$44,396.82
From funds for trade and industry:			
For All-Day Schools:			
Kansas State Manual Training.....	\$380.11	\$380.11	\$760.22
Normal School, Pittsburg.....			
Topeka Educational and Industrial Institute.....	1,442.50	1,442.50	2,885.00
Western University, Quindaro.....	1,345.00	1,345.00	2,690.00
For Part-Time Classes:			
Wichita.....	81.00	81.00	162.00
For Evening Classes:			
Baxter Springs.....	141.00	141.00	282.00
Galena.....	50.00	50.00	100.00
Kansas City, Kansas.....	982.75	982.75	1,965.50
Kansas State Manual Training Normal School, Pittsburg.....	833.75	833.75	1,667.50
Riverton.....	128.00	128.00	256.00
Totals.....	\$5,384.11	\$5,384.11	\$10,768.22
From funds for home economics:			
For All-Day Schools:			
Arkansas City High School.....	\$275.37	\$1,234.63	\$1,510.00
Topeka Educational and Industrial Institute.....	456.43	983.57	1,440.00
Western University, Quindaro.....	456.43	1,123.57	1,580.00
For Evening Classes:			
Kansas City, Kansas.....	766.00	966.00	1,732.00
Kansas State Manual Training Normal School, Pittsburg.....	222.40	422.19	644.59
Wichita High School.....	158.50	158.50	317.00
Totals.....	\$2,335.13	\$4,888.46	\$7,223.59

DETAILED STATEMENT—CONCLUDED.

	From Federal funds.	From State funds.	Totals.
From funds for teacher training:			
For Agriculture:			
Kansas State Agricultural College, Manhattan.....	\$1,366.77	\$1,366.77	\$2,733.54
Salary and Expenses of Supervisor (in part).....	1,292.70	1,292.70	2,585.40
For trades and Industries:			
Salary and Expenses of Teacher Training Agent and Supervisor, appointed February 1.....	781.99	782.03	1,564.02
For Home Economics:			
Kansas State Agricultural College, Manhattan.....	1,410.08	1,410.08	2,820.16
Kansas University, Lawrence.....	1,362.35	1,362.35	2,724.70
Totals.....	\$6,213.89	\$6,213.93	\$12,427.82
For Administrative Work:			
Telephone and telegraph.....		\$88.61	\$88.61
Postage.....		725.87	725.87
Clerical assistance.....		1,063.35	1,063.35
Director's salary.....		1,998.46	1,998.46
Travel.....		1,391.16	1,391.16
Redecorating offices (Topeka).....		576.27	576.27
Supplies.....		336.95	336.95
Equipment new offices (Manhattan).....		2,614.86	2,614.86
Totals.....		\$8,795.53	\$8,795.53

FOR THE FISCAL YEAR ENDING JUNE 30, 1921.

FUNDS AVAILABLE.	Federal.	State.	Total.
For Agriculture.....	\$30,323.85	\$30,324.00	\$60,647.85
For Trade and Industry and Home Economics.....	14,594.55	14,595.00	29,189.55
For Teacher Training.....	18,451.84	18,451.00	36,902.84
Totals.....	\$63,370.24	\$63,370.00	\$126,740.24

EXPENDITURES: No data can be given here at the time of compiling this report. Sufficient schools and classes have qualified to use all the moneys available. Data for these reimbursements will be found in the next biennial report, since the federal fiscal year with which state moneys cooperate does not close until June 30, 1921.

STATE EDUCATIONAL INSTITUTIONS.

University of Kansas.....	Lawrence.
Kansas State Agricultural College.....	Manhattan.
Kansas State Normal School.....	Emporia.
State Manual Training Normal School.....	Pittsburg.
Fort Hays Kansas Normal School.....	Hays.
School for the Blind.....	Kansas City.
School for the Deaf.....	Olathe.
Western University.....	Quindaro.
Industrial and Educational Institute.....	Topeka.
Fort Hays Experiment Station.....	Hays.
Garden City Experiment Station.....	Garden City.
Colby Experiment Station.....	Colby.
Tribune Experiment Station.....	Tribune.

STATE CHARITABLE INSTITUTIONS.

The seven charitable institutions listed here are, in part, educational, and are under the control of the State Board of Administration.

The expenditures for the two years ending June 30, 1920, are indicated after the name of the institution.

Topeka State Hospital.....	\$395,528.65	Topeka.
Osawatomie State Hospital.....	336,363.08	Osawatomie.
Larned State Hospital.....	77,518.03	Larned.
State Hospital for Epileptics.....	188,339.09	Parsons.
State Training School.....	129,569.18	Winfield.
State Sanatorium for Tuberculosis.....	127,020.84	Norton.
State Orphans' Home.....	72,352.81	Atchison.

Total expenditures \$1,326,691.68

STATE CORRECTIONAL INSTITUTIONS.

The correctional institutions are, in part, educational, and are under the control of the State Board of Administration.

The expenses for the two years ending June 30, 1920, are indicated after the names.

State Penitentiary	\$353,813.28	Lansing.
Twine Plant	165,296.08	Lansing.
State Industrial Reformatory.....	181,812.05	Hutchinson.
Women's Industrial Farm.....	37,425.22	Lansing.
Boys' Industrial School.....	102,578.63	Topeka.
Girls' Industrial School.....	104,072.76	Beloit.

Total expenditures \$944,998.02

EXPERIMENT STATIONS.

Four Experiment Stations have been established, as follows:

FORT HAYS EXPERIMENT STATION, HAYS.

The land occupied by this station was part of the Fort Hays military reservation, and "is well suited for experimental and demonstration work in dry farming, irrigation, forestry, and orchard tests, under conditions of limited rainfall and high evaporation."

This station is supported by state funds and the sale of its products.

The expenditures from state appropriations for the two years ending June 30, 1920, were \$77,843.00.

GARDEN CITY EXPERIMENT STATION, GARDEN CITY.

This station is operated in conjunction with the United States department of agriculture. Its purpose is the testing of crops, culture, and rotation for the southwestern part of the state.

The expenditures from state appropriations, for the two years ending June 30, 1920, were \$8,423.16.

COLBY EXPERIMENT STATION, COLBY.

The expenditures for this station from state appropriations for the two years ending June 30, 1920, were \$8,992.74.

TRIBUNE EXPERIMENT STATION, TRIBUNE.

The expenditures for this station from state appropriations for the two years ending June 30, 1920, were \$1,646.94.

FOR COUNTY SUPERINTENDENTS.

No school worker in the state is more important than the county superintendent. County superintendents supervise all the rural schools and the one-half million pupils therein. Yet they receive often one-third or one-half less salary for twelve months than some of the principals they supervise receive for nine. This is plainly an injustice. Hence, I most earnestly suggest a salary for this self-sacrificing class of workers commensurate with their importance and with the salaries paid city superintendents.

INCREASING WORK AND EXPENSE IN THE OFFICE OF STATE SUPERINTENDENT.

Each year the demand on the State Superintendent's office increases as the result of increased school population and added educational activities, yet no adequate provision has ever been made to meet these continuously increasing expenses.

The work of caring for the Normal Training examinations has greatly increased. In 1910, when the first Normal Training examination was given only 719 took it. In 1919, 3,625 took this examination. In 1920, 3,942 took it. The renewal of the thousands of Normal Training certificates each year has increased the expenses and work in the office until the present help and fund are wholly inadequate.

The certification of teachers has not only had the natural increase coming through increase of population, but has been added to as the result of laws requiring higher educational qualifications and standards for those teaching. This has greatly increased the work of correspondence, expense for postage, blanks, paper, envelopes, and clerical help, for which no extra funds have been provided.

The number of high schools to be visited has increased each year, thereby increasing the expense for visitation and for keeping the records.

The plan of the rural school visitation work was changed, and during the past two years each county has been visited by the rural school supervisors and the State Superintendent regardless of whether or not there were standard schools to be inspected. This change was made that we might have the opportunity of helping the poorest schools to become better schools, if impossible for them to become standard schools. But this increased visitation work, extra records, and other expenses, have all added to the general expenditures of the office.

The work of preparation and distribution of supplies to the county superintendents grows each year without a compensating increase of funds to meet this larger expense. The preparation and distribution of examination questions—bimonthly and diploma questions for the elementary schools, teachers' examinations, normal training questions—should have financial support not now given.

Another increasing expense is the flood of questionnaires on all kinds and sorts of educational matters. These come from teachers, principals, superintendents, school officials, not only in Kansas but from many other states, and from the Federal Government. All deserve and should receive careful consideration and attention. Yet the work and time required to collect and ar-

range the information desired calls for the time of members of the office force who have more than enough to keep them busy several hours beyond the regular office hours each day without this extra work. I, myself, each day work many hours overtime, and often one or two other members of the Department find it necessary to work overtime because of the great amount of work to be done.

All this irregular work—the certification duties, and others too numerous to mention—has grown to such a magnitude that an additional assistant should be provided for the Department.

SCHOOL SUPPORT.

Those who vote to tax themselves to the limit to improve their schools realize the injustice of the inequality in school taxation. For the year 1919-'20, the levies varied from nothing to 42.7 mills, while a general levy of 6 mills would have given the schools of Kansas a sum equal to the total amount raised by the varied levies.

Many portions of the state possess unusual advantages on account of increased local valuations, due to oil, gas, coal, mercantile and manufacturing interests, railroads, etc. These localities have, relatively, lower tax rates than less favored sections.

The legislature should take action to equalize school taxation.

A general levy for school purposes, of one mill on each dollar of valuation, would give \$3,620,744, a sum nearly seven times the amount of income from the state fund, and more than one-seventh of the total expenditures for the public schools for 1919-1920.

The value of such aid to the weak districts in Kansas would be the salvation of many districts now struggling for mere existence.

If an equalization of school support could be secured, and with it a more rational method of distribution of the state school funds, Kansas would rapidly advance in her educational rank among the states.

The distribution of the income from the present school fund is based on the entire school population. A more reasonable basis of distribution would be the number in actual school attendance. By this method the help would go where the children are in school and where the work is done.

The Federal Vocational Law should be changed, giving aid to more high schools, and placing the supervision and direction of the work under the State Superintendent of Public Instruction, the same as other high-school work. Money can be saved for the schools if all high-school supervision is handled as a unit.

STATE SCHOOL BOOK COMMISSION.

Much of the success accomplished in school depends on the text books in use. The better the books, the more complete and adaptable they are and the more satisfactory their use will prove. No one is quite as competent to judge of the books to be used as the one who daily supervises the work, sees the books in actual use, and uses them. Therefore, I most earnestly urge such a modification of the present law as will place on the commission one city and one county superintendent.

The heads of state institutions should not be members of this commission,

for, as a rule, these persons have never had common-school experience as teachers and do not use the books this commission selects, and are not sufficiently familiar with public-school books to intelligently select such books.

NEEDED LEGISLATION RECOMMENDED.

1. Increased salary for County Superintendents.
2. Adequate funds for State Superintendent's office.
3. A minimum term of eight months.
4. State aid for rural district schools.
5. A more equitable distribution of taxes.
6. More state and county aid for county normal institutes, and credit for attendance upon a term of four or six weeks.
7. An adjustment of high-school laws.
8. Remove heads of state institutions from School Book Commission and place instead one county superintendent and one city superintendent.
9. Vocational aid for more high schools, placing the supervision and direction of the work under the State Superintendent of Public Instruction, the same as other high-school work.
10. Remove the heads of state institutions from the State Board of Education, that persons on the board may not be beneficiaries of Federal funds which they apportion, or beneficiaries of other acts of the board; also that the members of the board may more directly represent the common schools, the high schools and the taxpayers, and be held responsible to the people.
11. A minimum sum for a library in every school district.
12. A revision of the certificate laws.
13. Revision of laws for consolidation.
14. Unified service for the schools of the state.
15. An adjustment of our laws, that more money may not be spent for tobacco and cigarettes, in violation of the state laws and the food and drug act, than is spent per child for food, clothing and education.
16. Standard moral requirements for all persons engaged in educational work from kindergarten through the university.

BUSINESS METHODS AND MORALS NEEDED.

BOARDS HAVING CONTROL OF SCHOOL INTERESTS.

Boards having general supervision of educational affairs should be composed of successful business persons and taxpayers, who are responsible to the people and who should serve without salary, but they should have such paid help as is necessary to enable them to do the work.

A more reasonable and sound public policy would be to see to it that heads of state institutions do not serve as members of the State Board of Education. Persons on the State Board of Education should directly represent the interests of the common schools, high schools, the taxpayers and patrons of our common schools.

No one school activity should be emphasized at the expense of another. For this reason the heads of state institutions should not be members of any boards dealing with the affairs of other schools.

All the state institutions should be made to serve the needs of all the

schools. The common schools should not be dominated in any way by the state institutions, either in organization, Course of Study, distribution of funds, or otherwise.

I wish to urge the Legislature to remove the heads of state institutions from the State Board of Education, that persons on the board may not be beneficiaries of federal funds which they apportion, or beneficiaries of other acts of the board; also that the members of the board may more directly represent the common schools, the high schools and the taxpayers.

The State Superintendent of Public Instruction should be made *ex officio* a member of all boards caring for and dealing with educational interests, that the provisions of the State Constitution may be carried out.

If such were the case to-day, each branch of educational service would be considered as an integral part of the whole, and would share a united, uniform effort for the general educational advancement of all educational interests in the state. The various cliques, clans, combines and lines of cleavage would disappear, and the children, teachers, school boards, and superintendents would all secure a more fair and just consideration. The elementary schools, —the rural schools—which have never received their just share of funds or their proper educational consideration at the hands of our Legislatures, would then have an opportunity to receive the same consideration and their just share of funds, which in the end would mean united and general educational advancement for all educational interests.

The State Educational Institutions should be required by law to maintain the same educational qualifications and moral standards for their faculty members as is required by the State for accredited high schools and private colleges. The record of their preparation and qualifications should be on file for public inspection in the office of the State Superintendent the same as are the records of all high school and private college instructors.

All extension work from the state schools should be so regulated as to prevent confusion of purpose and needless expense to the State.

For instance, at a certain conference I heard speakers from two different state schools very earnestly express opposite views and plans for the same work. The result was, everyone present saw the inconsistency of their positions and the matter under consideration lost support.

Again, for several speakers from two or more State schools to be sent to the same place on the same day to speak on the same subject is a needless expense to the taxpayers of the State.

There is no other business or activity in which quacks and freaks are permitted to use public funds and practice their dangerous and erroneous theories upon an innocent public such as is done upon the innocent youth of our schools by those ultra-theorists who are wasting public funds and spreading propaganda dangerous to our schools, and at the same time depriving the children from securing an education which will enable them to become self-respecting, self-supporting, God-loving citizens.

No sane person would permit his own private funds to be used in any such manner as funds for schools and state institutions are used by these ultra-theorists.

The youth are thus robbed of precious time that can never be replaced, and the damage done them can never be repaired.

Laws should be passed to correct these serious evils and to make it impossible for any person or persons to enter a school system or state institution and by impractical theories waste the time of our youth and leave with these young people a jumbled notion of things and with dangerous ideas and habits.

State institutions are severely particular as to standards of entrance but are not sufficiently particular as to character and kind of persons they send out from their institutions.

Our laws should be so changed that standard educational and character qualifications should be required of all persons instructing or doing other work in our State Institutions the same as of those in our public schools, private schools, and accredited colleges.

We cannot hope to have our State Institutions free from quacks, shysters and other questionable characters until our laws are so amended as to prevent such questionable characters and those who were failures in public schools finding shelter in our State institutions.

The constitution of our State specified that, "The Legislature shall encourage the promotion of moral education."

Lax moral conditions should not be tolerated in our State institutions. Both faculty members and students should be held to the highest moral standards.

Tobacco and cigarettes are the greatest immoral agents among our young people to-day.

I earnestly urge an adjustment of our laws, to the end that our small children and those in our public schools and state institutions may be protected from the evils of tobacco and cigarettes.

CONCLUSION.

The schools of Kansas should receive the most careful consideration, since the character, intelligence and ability of the next generation depend on the teachings of this generation. I therefore present these suggestions to the Legislature with the hope that no effort will be spared to improve the schools of Kansas.

RUSSELL SAGE FOUNDATION REPORT.

Kansas ranks twenty-seventh in the Russell Sage Foundation report of the states.

The method of gathering the data is the same for all states.

This report is based on ten different measurements, as follows:

1. Per cent of school population attending school daily, including all children of school age (5 to 18 years).
2. Average days attended by each child of school age.
On the basis of 200 days for a full year.
3. Average number of days schools were kept open.
On basis of 200 days for a year.
4. Per cent that high-school attendance was of total attendance.
On basis of one-half as many days high-school attendance as grade attendance, because of eight years in grades and four years in high school.

5. Per cent that boys were of girls in high schools.
On basis of an equal number.
6. Average annual expenditure per child attending.
On basis of \$100 for each.
7. Average annual expenditure per child of school age.
On basis of \$100 for each.
8. Average annual expenditure per teacher employed.
On basis of \$200 per month.
9. Expenditure per pupil for purposes other than teachers' salaries.
On basis of \$50 more.
10. Expenditure per teacher for salaries, \$1,200 per year.



Boys at the Industrial and Educational Institute, Topeka, building a chicken house.

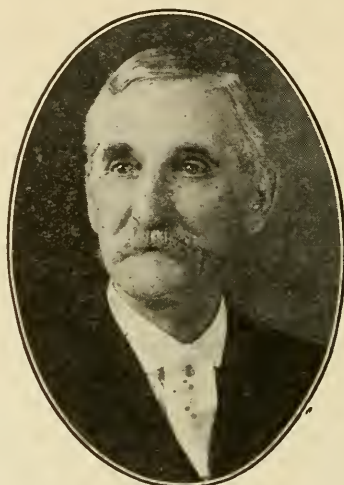
FIFTY-FIVE YEARS OF FAITHFUL SERVICE.

W. H. Stewart was born and educated in Ohio. He enlisted in Co. D, 172 Ohio Infantry, and served the term of his enlistment. After returning from service in the Civil War, he spent two years in school preparing for teaching. He began his first term of school in Upper Craborchard District, Londondary Township, Guernsey County, Ohio, December 10, 1866, where he taught two years.

In the spring of 1868 he went west to grow up with the country, settled in Atchison County, Kansas, and spent twenty years teaching in that county. Here he met and associated with such noble pioneer teachers as T. F. Cook and W. H. Tucker, Ex-County Superintendents, Rev. Z. S. Hastings, and Silas D. Warner, all of whom taught in the seventies and still live to enjoy an annual reunion of former patrons and pupils and old teachers.

After teaching in Atchison County twenty years, he moved to Salina, Saline County, where he continued teaching, always preferring the rural schools, although he has taught in graded schools and in high school. He served four

years on the examining board in Atchison County and five years in Saline County prior to being elected County Superintendent in Saline county in 1914. There he served six years, and at the close of the sixth year was appointed by the county commissioners to serve two months longer to fill out the time until the County Superintendent-elect could take the office.



Supt. W. H. Stewart, Salina.

Thus he has served as teacher and superintendent fifty-five years, besides serving as Sabbath school superintendent, township trustee, national census enumerator, clerk in the state senate, and in many other offices of usefulness to his community.

FIFTY YEARS OF FAITHFUL SERVICE.

It is our pleasure to present the record of Prof. J. W. Howes, of Wilson, Ellsworth County, Kansas.

Mr. Howes graduated at Cambridge, England, in 1870. He taught a short time in England and then came to America, settling in Kansas. Here he began teaching in 1873, and without once being late or having to dismiss school because of illness, has taught continuously ever since. His work in Kansas has been within four counties—Ellsworth, Russell, Lincoln, and Barton. He spent 19 years in three different schools, ten of which were in East School, District No. 10, near Wilson, Ellsworth County, Kansas.

He made this school a model school, with concrete walks, neat, well-kept buildings, playground equipment, a fine flag, a district—

“Whose children eagerly raise the flag on high
To float on the breeze and attract passers-by.”

The interior of the building is equally well equipped, with pictures, organ, phonograph, library, and other evidences of a progressive school.

At the golden anniversary held at Wilson for Mr. Howes, in October, 1920, the entire community joined in showing its appreciation of his untiring efforts in behalf of the two generations of boys and girls so largely influenced by him.



Prof. J. W. Howes, Wilson, Kan.

KINDNESS AND THE CITY.

He played the friend one happy morning when
A stranger chanced to pass along his way.
The mood was on him to be kind that day,
And what he did seemed oh, so trifling then:
A cheerful world—the easiest gift of men—
A helping hand for which there is no pay,
But all it means no words can ever say.
Both these he gave and went his way again.
Then he forgot the stranger and his need,
Nor knew that he had helped his city's fame;
He could not guess that thousands shared his deed,
Yet at the mention of his city's name
One man there is who rises to declare:
"The finest man I've ever met lives there."

—Edgar A. Guest.

READING CIRCLE BOOKS, 1922-1923.

The following list of fifty-one choice titles, well-graded, durably bound, moderate in price, for use as aids in common-school branches and in literature and general reading, were adopted by the Reading Circle Board for use in both rural and graded schools, for the school year beginning September, 1922. Transportation prepaid on all orders amounting to \$10 or more. Address all inquiries and orders for these books to THE DEPOSITORY, KANSAS BOOK COMPANY, 629 QUINCY STREET, TOPEKA, KAN. The State Superintendent strongly urges every district to purchase at least a few of these books and suggests that if possible it will be well to add the entire list to the school district library.

PRIMARY GRADES.

<i>List No.</i>	<i>Title.</i>	<i>Author.</i>	<i>Net price.</i>
1	Kittens and Cats.....	Grover	\$0.67
2	More Mother Goose Sties.....	Bigham .....	.68
3	Happy Hour Stories	Sylvester and Peter.....	.55
4	Peter and Polly in Winter	Lucia .....	.55
5	Peter and Polly in Summer	Lucia .....	.55
6	Peter and Polly in Spring	Lucia .....	.55
7	Peter and Polly in Autumn	Lucia .....	.55
8	Playtime Stories	Dunlap and Jones.....	.55
9	The Brownies and the Goblins.....	Banta .....	.52
10	The Adventures of Reddy Fox.....	Burgess .....	.47
11	The Cotton Tails in Toyland.....	Nida .....	.52
12	Wa-hee-nee	Wilson	1.06
13	AB the Cave Man.....	Nida .....	.48
14	Going to School in Animal Land.....	Cowles .....	.48
15	The Puritan Twins.....	Perkins .....	.66

INTERMEDIATE GRADES.

16	Burgess Animal Book.....	Burgess	\$2.00
17	Adventures of Johnny Chuck	Burgess .....	.47
18	Trouble-the-House	Jordan	1.27
19	Lightfoot the Deer.....	Burgess	1.17
20	Prince and Rover	Orton .....	.77
21	Famous Dogs in Fiction	McSpadden	1.17
22	Doctor Doolittle	Lofting	1.45
23	Log Cabin Days	Blaisdell .....	.80
24	Other Soldiers	Sanford and Owen.....	.70
25	The Circus Comes to Town.....	Mitchell	1.17
26	Around the Wigwam Fire.....	Cornyn	1.00
27	The Children's Bird Friends.....	Parker .....	.48
28	A Treasury of Myths.....	McFee .....	.60
29	A Treasury of Flower Stories.....	McFee .....	.60
30	The Little Green Door.....	Meyer	1.17

GRAMMAR GRADES.

31	Secrets of the Earth	Fraser	\$1.17
32	American Inventions	McFee	1.17
33	The Liberty Reader	Sheridan .....	.95
34	Boone of the Wilderness.....	Henderson	1.25
35	Hero Tales of Ireland	Curtin	1.33
36	Steve and the Steam Engine.....	Bassett	1.00
37	Great Cities of the United States	Southworth and Kramer .....	.80
38	Campfire and Trail.....	Ford	1.00
39	Carpenter's Europe	Carpenter .....	.90
40	Carpenter's South America.....	Carpenter .....	.90
41	Heroes of Progress.....	Tappan .....	.66
42	Work-a-Day Heroes	Fraser	1.17
43	Then Came Caroline.....	Richards	1.17
44	Totem of Black Hawk.....	McNeil	1.40
45	The Short Constitution.....	Wade and Russell .....	.85
46	Children's Literature	Curry Clippinger	2.95
47	When You Write a Letter.....	Clark .....	.95
48	A Treasury of Play for Children.....	Moses	2.00
49	Round Robin	Brown	1.40
50	Pemrose Long, Camp Fire Girl.....	Hornibrook	1.17
51	Bible, large type, indexed.....	.....	1.44

TEACHERS' READING CIRCLE BOOKS FOR 1922-1923.

—	Davis', The Technique of Teaching.....	\$1.25
—	Winship's, Danger Signals for Teachers.....	1.10

We are informed by The Merriam Company, Springfield, Mass., that after June 30, 1922, the price of the Webster's New International Dictionary, buff buckram, indexed edition, will be \$16. The present price is \$10.80. Teachers and school boards should be notified of this fact.

Order all these books direct from The Depository, enclosing cash.

PRICE LIST OF SCHOOL BOOKS.

JULY 1, 1922.

PUBLISHED AT THE STATE PRINTING PLANT.

	Price to dealers.	Retail price.
Basic Vocabulary Reading Chart	\$1.19	\$1.37
Wooster Arithmetic—Book I .....	.20	.23
Wooster Arithmetic—Book II .....	.25	.29
American History Note Book .....	.61	.70
Kansas History .....	.31	.36
Elementary History, Mace .....	.63	.73
Foster's A History of the United States .....	.60	.69
Civics, Davis and McClure	*	*
Kansas Primer .....	.19	.22
Kansas First Reader .....	.30	.35
Kansas Second Reader .....	.31	.36
Kansas Third Reader .....	.29	.33
Kansas Fourth Reader .....	.31	.36
Kansas Fifth Reader .....	.34	.39
Elementary Arithmetic, Morey .....	.34	.39
Advanced Arithmetic, Morey .....	.44	.51
English Lessons—Book I .....	.30	.35
English Lessons—Book II .....	.36	.41
Kansas Speller .....	.20	.23
Agriculture .....	.38	.44
Writing Book I .....	.09	.11
Writing Book II .....	.09	.11
Writing Book III .....	.09	.11
Writing Book IV .....	.09	.11
Writing Book V .....	.09	.11
Writing Book VI .....	.09	.11
Writing Book VII .....	.09	.11
Primary Physiology, Hygiene, and Sanitation .....	.28	.32
Advanced Physiology .....	.44	.51
Kansas Classic Series, 5th Grade .....	.31	.36
Kansas Classic Series, 6th Grade .....	.31	.36
Kansas Classic Series, 7th Grade .....	.31	.36
Kansas Classic Series, 8th Grade .....	.31	.36
Geography, Book I .....	.80	.92
Geography, Book II	1.35	1.55
Pads of Writing Paper, per doz .....	.60	.72
Progressive Music Series:		
Primer	*	*
Book I	*	*
Book II	*	*
Book III	*	*
Book IV	*	*
One-Book Course	*	*
Plane and Solid Geometry, Ford-Ammerman .....	.65	.75
Written and Spoken English, Clippinger	*	*
First Course in Algebra, Ford-Ammerman	*	*
Second Course in Algebra, Ford-Ammerman	*	*

These books are sold by the State School Book Commission to school-book dealers and district clerks at "Price to Dealers," transportation prepaid. Address orders to J. H. McIlhenny, *Secretary State School Book Commission, Topeka, Kansas.*

* Inquire of School Book Commission for prices.



Educational Ethics

Our educational ethics should carry a spirit of sympathy, humane fellowship, honesty, square dealing, and a straightforwardness of which no person could have doubt.

Our faces should shine with the smile of cheerfulness and love for children.

We should honor our vocation and be grateful that it gives us an opportunity to serve.

Our vocation affords the greatest opportunity of all, and we should be happy to serve in the highest calling known to man—the calling of the teacher.

We must realize that success is founded on intelligence, industry, justice and morality.

We should make sure that those who know us, those who work with us, are benefited and happier for having known us or worked with us.

We should use our best endeavors to elevate our vocation. We should so conduct our lives and affairs that others may wish to emulate our example.

We must understand that one cannot live alone or for himself alone.

As educational workers we should strive to improve ourselves, to increase our efficiency, and to enlarge our service and by so doing show our good faith in the great work of aiding mankind—training for future service.

Advancement should be the goal, and we should deal generously with our coworkers.

Our daily living example should be such as could be followed with benefit by all.

The results of our educational work will not pass away with our lives, but will live on forever and ever, and we should make sure that our work is all for betterment.

We must remember he who profits most is he who serves best.

—*Lorraine Elizabeth Wooster.*